



Department
for Education

Key stage 4 including Multi-Academy Trust performance, 2018 (revised)



24 January 2019

This publication shows revised GCSE and equivalent statistics for key stage 4 (KS4) in 2018. It updates the [provisional statistics](#) and provides breakdowns by pupil characteristics as well as KS4 performance measures at a Multi-Academy Trust (MAT) level.

Information on newly reformed GCSEs in 2018

In 2018, an additional 20 reformed GCSEs graded on a 9-1 scale were sat by pupils for the first time, along with the English language, English literature and mathematics GCSEs which were reformed in 2017. Once a GCSE subject has been reformed, any non-reformed entries in these subjects will not count within school performance tables. For further information please refer to the [secondary accountability guidance](#).¹

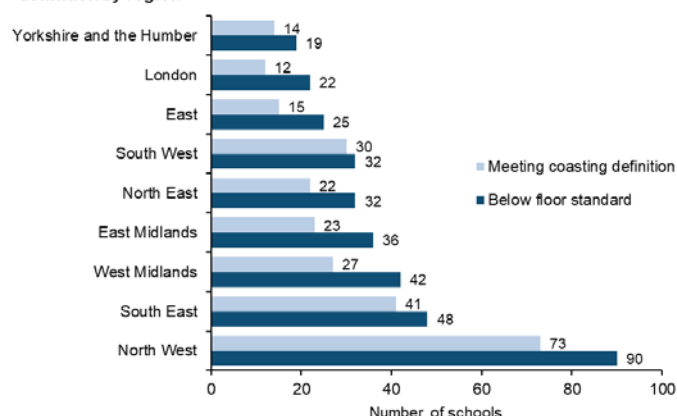
The average Attainment 8 score per pupil remained relatively stable in comparison to 2017²

In comparison to 2017, the average Attainment 8 score per pupil for all schools decreased by 0.1 points to 44.5, but it increased slightly for state-funded schools; up by 0.2 points to 46.5 in 2018.

Scores in the English and maths elements of Attainment 8 remained relatively stable between 2017 and 2018. For the EBacc element, the average score increased by 0.5 points for all schools, to 13.0 points. The open element scores decreased by 0.7 points to 13.7 for all schools.

346 schools were below the floor standard in 2018, and 257 met the coasting definition³

Number of schools below floor standard and meeting the coasting definition by region



346 schools were below the secondary school floor standard. This represents 11.6% of state-funded mainstream schools. In 2017, 365 schools (12.0%) were below the floor standard, although the figures are not directly comparable – from 2018 the floor standard and coasting definitions do not apply to any UTCs, FE colleges with 14-16 provision or studio schools.

257 schools (9.2% of eligible schools) were coasting according to the 2018 definition. In 2017, 271 (9.6%) of schools met the coasting definition, under the old definition.

¹ For further information on GCSE reform, including grade/points changes and secondary accountability measures:

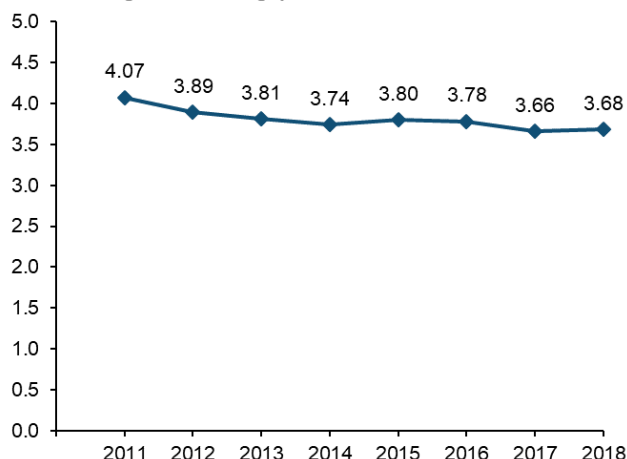
<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

² The maximum Attainment 8 score for a pupil taking only GCSE qualifications was 90 in 2018 (87 in 2017). A pupil who achieved two grade 9s in the English and maths slots and six grade 9s across the EBacc and open slots in qualifying subjects, would have a point score of 90. Any changes in the average score per pupil in the EBacc and open slots may reflect changes in the maximum available point scores for the reformed GCSEs, which count in these slots, as well as any changes in pupil attainment.

³ The floor standard and coasting definitions for 2018 remain the same as 2017, however the type of schools eligible has changed. If we were to exclude these schools from the 2017 figures, there would have been 309 (10.4%) schools below floor and 249 (8.9%) schools who met the coasting definition.

The gap between disadvantaged pupils and all other pupils remains broadly stable

Disadvantage attainment gap index

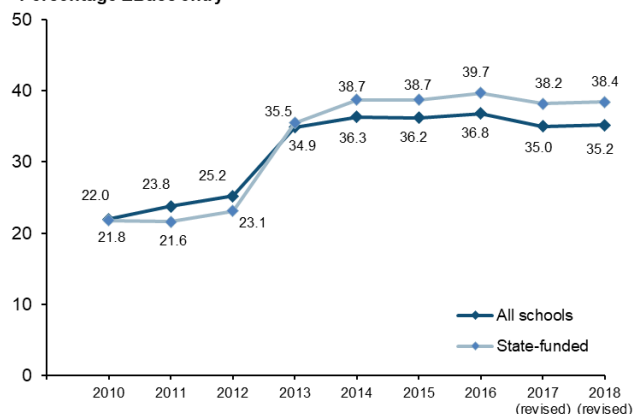


The gap between disadvantaged pupils and others, measured using the gap index, remained broadly stable (increasing by 0.6% between 2017 and 2018). The index remained lower compared to all other years with the exception of 2017.

It has narrowed by 9.5% overall since 2011.

EBacc entry has increased slightly in 2018

Percentage EBacc entry



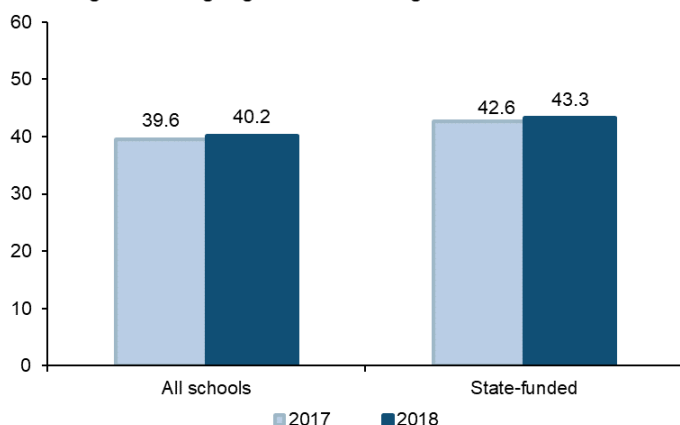
The proportion of pupils entering the EBacc increased by 0.2 percentage points since 2017. In 2018, 38.4% of pupils in state-funded schools entered the EBacc compared to 38.2% in 2017.

Entries to EBacc English and maths were relatively stable in comparison to 2017. Entries to EBacc science and humanities were up in comparison to 2017, increasing by 4.2 percentage points (to 95.5%) and 1.5 percentage points (to 78.3%) respectively. However, entries to EBacc languages (46.1%) were down by 1.3 percentage points in comparison to 2017.

The EBacc average point score (APS) is a new headline measure introduced in 2018. The EBacc APS for all schools was 3.85. For state-funded schools the EBacc APS was 4.04.

Percentage achieving the threshold of a grade 5 or above in English and maths has increased since 2017

Percentage achieving English and maths at grade 5 or above



The proportion of pupils achieving the headline measure of grades 5 or above in English and maths was 40.2% for all schools in 2018, increasing by 0.6 percentage points from 2017. In state-funded schools this increased by 0.7 percentage points to 43.3% in 2018.

Multi-Academy Trust performance measures: 2018

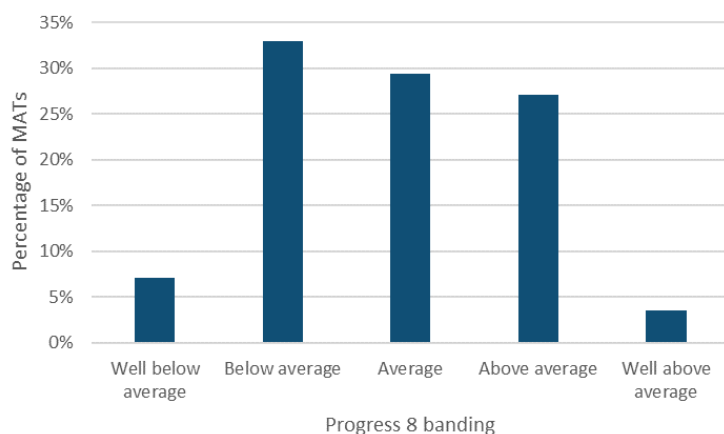
This release also presents performance measures for Multi-Academy Trusts (MATs). A MAT must have at least three schools that have been with the MAT for at least three years and have results in 2018 to be included. Where an academy sponsor oversees a number of Multi-Academy Trusts, results are presented under the sponsor rather than the individual constituent MATs.

The MAT performance measures at key stage 4 are Progress 8, the percentage of pupils entering EBacc and EBacc average point score. There is no Attainment 8 measure for MATs. Performance measures for schools within a MAT are weighted according to the length of time they have been in the MAT and their total cohort size, in order to produce MAT level figures. More information on the calculation of the measures and eligibility criteria is contained in the accompanying [quality and methodology](#) document.

The number of eligible MATs included in the key stage 4 measures has increased from 62 in 2017 to 85 in 2018. This is an increase from 384 to 494 schools, and from 54,356 to 69,169 pupils. This represents 13.6% of the state-funded mainstream KS4 pupil cohort.

Progress 8, EBacc entry and EBacc APS are lower in MATs than the national average

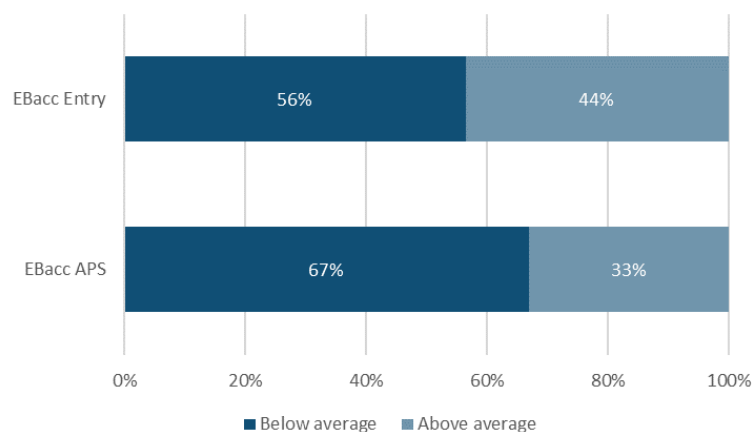
Progress 8 bandings of Multi-Academy Trusts



The national Progress 8 score for MATs was -0.04, compared to 0.01 for all state-funded mainstream schools.

In 2018, 27% of MATs had Progress 8 scores above the national average and 4% were well above. 33% of MATs were below the national average and 7% well below. The remaining 29% were not significantly different from the national average.⁴

Percentage of Multi-Academy Trusts above and below national average for EBacc entry and EBacc average point score



The national EBacc entry rate for MATs was 35.2%, compared to 39.1% for all state-funded mainstream schools. 56% of MATs have an EBacc entry rate below the national average of 39.1% and the remaining 44% have an entry rate higher than the national average.

The national EBacc average point score for MATs was 3.78 points, compared to 4.12 points for all state-funded mainstream schools. Around two-thirds of MATs have an EBacc average point score lower than the national average of 4.12 points.

⁴ The methodology used to create these bandings has been aligned this year to the methodology used to produce school progress bandings. The MATs bandings are therefore not comparable to the MAT bandings in previous years.

Contents

| | | |
|-----|--|----|
| 1. | 2018 Headline measures | 6 |
| 2. | Attainment in the headline measures and additional measures..... | 7 |
| 3. | Attainment 8 and Progress 8 | 11 |
| 4. | Attainment in English and maths | 12 |
| 5. | The English Baccalaureate | 12 |
| 6. | Subject analysis | 16 |
| 7. | Attainment by pupil characteristics | 22 |
| 8. | Floor standards..... | 31 |
| 9. | Coasting schools | 32 |
| 10. | Attainment by school type | 34 |
| 11. | Multi-Academy Trusts performance measures | 38 |
| 12. | Attainment by local authority | 50 |
| 13. | Accompanying tables | 51 |
| 14. | Further information | 54 |
| 15. | National Statistics | 55 |
| 16. | Technical information | 55 |
| 17. | Get in touch | 55 |

About this release

This statistical release provides revised GCSE and equivalent results of pupils at the end of key stage 4 in England. Figures are provided at national, regional, local authority and Multi-Academy Trust level for the 2017-18 academic year. School level results for the headline measures are published in the [revised school performance tables](#).

This release provides an update to the provisional figures released in [October 2018](#). Amendments made during the schools checking exercise in September are included in this release, as are the majority of late results and reviews of marking received after the cut-off date for the provisional release in October.

This release also provides breakdowns by pupil characteristics and information on schools below the floor and meeting the coasting definition, which were not included in the provisional update in October 2018. For the first time results at a Multi-Academy Trust (MAT) level have been incorporated within this release rather than separately reported. Historical MAT level results can be found [here](#).

The measures covered in this release include qualifications which count towards the secondary performance tables⁵. Schools that offer unapproved qualifications, such as unregulated international GCSEs, will not have these qualifications counted in the performance tables, and pupils' achievements in these qualifications are therefore not reflected in this release. This release is therefore representative of the performance of schools and pupils in qualifications which count in the performance tables, and not of all qualifications taken by pupils. The difference between the figures for all schools and state-funded schools is predominantly due to the impact of unregulated international GCSEs taken more commonly in independent schools.

Of the reformed GCSE subjects introduced in 2018, only science had a significant change in the structure of the qualifications available; combined science was introduced replacing core and additional. Combined science is a double award GCSE and is graded from 9-9 to 1-1. For more detail on the combined science GCSE in relation to its inclusion in performance measures please see the [secondary accountability guidance](#).

Users should be cautious when comparing headline measures between 2018 and 2017. In 2018, Attainment 8 had a maximum point score of 90, compared to a maximum of 87 to 2017, as a result of the phased introduction of reformed GCSEs. This difference should be taken into account when considering any change in Attainment 8 scores between 2017 and 2018.

Figures for all schools typically change more than those for state-funded schools between the provisional and revised releases. This is due to the impact of results for independent schools and FE colleges with 14-16 provision. The level of change between provisional and revised data is higher for independent schools and FE colleges with 14-16 provision as, under the current process, independent schools and FE colleges with 14-16 provision do not check their cohort figures until September, whereas state funded schools do this in June. More information regarding changes in results between provisional, revised and final can be found in the accompanying quality and methodology document.

In this publication

The following tables are included in the release:

- National tables (Excel .xls)
- Local authority tables (Excel .xls)
- Subject tables (Excel .xls)
- Alternative provision tables (Excel .xls)
- Multi-Academy Trust tables (Excel .xls)
- Multi-Academy Trust progress charts (Excel .xls)
- National characteristics tables (Excel .xls)
- Local authority characteristics tables (Excel .xls)
- Subject time series table (Excel .xls)
- Pupil residency and school location tables (Excel .xls)

Quality and methodology documents provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at Attainment.STATISTICS@education.gov.uk.

⁵ A list of qualifications that count in the performance tables each year up to 2020 can be found at <https://www.gov.uk/government/publications/key-stage-4-qualifications-discount-codes-and-point-scores>

1. 2018 Headline measures

Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero. When including pupils at special schools the national average is not zero as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools. In 2018, Progress 8 has been adjusted to take account of a small number of cases where pupils can have extremely negative progress scores that disproportionately affect a school's overall progress score. For more information please see the [secondary accountability guidance](#).

The English Baccalaureate (EBacc) entry

The EBacc was first introduced into the performance tables in 2009-10. It allows people to see how many pupils reach the attainment threshold in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the [English Baccalaureate list of qualifications](#).

Attainment in English and maths (9-5)

This measure looks at the percentage of pupils achieving a grade 5 or above in both English and maths. Pupils can achieve the English component of this with a grade 5 or above in English language or literature. There is no requirement to sit both exams.

Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the [DfE approved list](#).

EBacc average point score

From 2018, the headline EBacc attainment measure is the EBacc average point score (EBacc APS). This replaces the previous threshold EBacc attainment measure. EBacc APS measures pupils' point scores across the five pillars of the EBacc – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

Percentage of students staying in education or going into employment after key stage 4 (pupil destinations)

This measure is published [here](#) as part of a release including post key stage 4 and 16 to 18 destinations.

Additional measures

For transparency and to allow comparison to previous years, the following threshold attainment measures have been included within this release and within the school performance tables data downloads. These additional measures are:

Attainment in English and maths (9-4)

This measure looks at the percentage of pupils achieving grade 4 or above in both English and maths. Pupils can achieve the English component of this with a grade 4 or above in English language or literature. There is no requirement to sit both exams.

English Baccalaureate (EBacc) achievement (9-4/ A*-C)

This measure includes pupils who take exams in both English language and English literature, and achieve a grade 4 or above in at least one of these qualifications. Pupils also need to achieve a grade 4 or above in maths and a grade 4/C or above in the remaining subject areas.

English Baccalaureate (EBacc) achievement (9-5)

This measure includes pupils who take exams in both English language and English literature, and achieve a grade 5 or above in at least one of these qualifications. Pupils also need to achieve a grade 5 or above in all EBacc pillars. To achieve this measure in 2017, pupils would need to have achieved a grade 5 in either English language or literature, and maths and a grade C in the remaining pillars. In 2018, 20 additional subjects have been reformed and therefore it is harder to achieve grades 9-5 across the EBacc suite of subjects.

2. Attainment in the headline and additional measures (Tables 1a & 1d)

Headline measures

When comparing the 2018 revised headline and additional measures to the equivalent revised data from 2017, it is important to note any changes to methodology or data changes underpinning the 2018 measures. These changes are explained in the [About this release](#) section above and expanded upon in the following sections on specific measures.

The tables below show increases across all headline measures in 2018, compared to 2017 revised data, however any change in Attainment 8 may have been affected by the introduction of further reformed GCSEs graded on the 9-1 scale which have a higher maximum score than unreformed GCSEs. The maximum Attainment 8 score for a pupil taking only GCSE qualifications was 90 in 2018 (87 in 2017).

Table 1: Average Attainment 8 score per pupil

| Average Attainment 8 score | | |
|----------------------------|-------------|----------------------|
| | All schools | State-funded schools |
| 2017 revised | 44.6 | 46.3 |
| 2018 revised | 44.5 | 46.5 |

Table 2: Percentage achieving the threshold in English and maths

| Percentage achieving threshold in English and maths (grades 9-5) | | |
|--|--------------|----------------------|
| | All schools | State-funded schools |
| 2017 revised | 39.6% | 42.6% |
| 2018 revised | 40.2% | 43.3% |

Table 3: Percentage entering the EBacc

| Percentage entering the EBacc | | |
|-------------------------------|--------------|----------------------|
| | All schools | State-funded schools |
| 2017 revised | 35.0% | 38.2% |
| 2018 revised | 35.2% | 38.4% |

Table 4: EBacc average point score⁶

| Average point score | | |
|---------------------|-------------|----------------------|
| | All schools | State-funded schools |
| 2018 revised | 3.85 | 4.04 |

⁶ EBacc average point score was a new measure introduced in 2017/18 and figures for earlier years are not available.

Additional measures

There has been a drop in the number of pupils achieving the EBacc at grades 9-5, this is likely to be due to it being harder to achieve this in 2018. In 2017, to achieve this measure a pupil would need to get a 9-5 grade in their English and maths pillar, with a grade C in the remaining pillars. This year, due to more reformed GCSEs being introduced and unreformed GCSEs no longer counting towards the measure, pupils would need to achieve a minimum of a grade 5 across all pillars.

Table 5: Percentage achieving EBacc (grades 9-4)

| Percentage achieving the EBacc | | |
|--------------------------------|--------------|----------------------|
| | All schools | State-funded schools |
| 2017 revised | 21.9% | 23.8% |
| 2018 revised | 22.2% | 24.1% |

Table 6: Percentage achieving EBacc (grades 9-5)

| Percentage achieving the EBacc | | |
|--------------------------------|--------------|----------------------|
| | All schools | State-funded schools |
| 2017 revised | 19.7% | 21.3% |
| 2018 revised | 15.4% | 16.7% |

Schools continue to adapt their curricula to match the headline measures

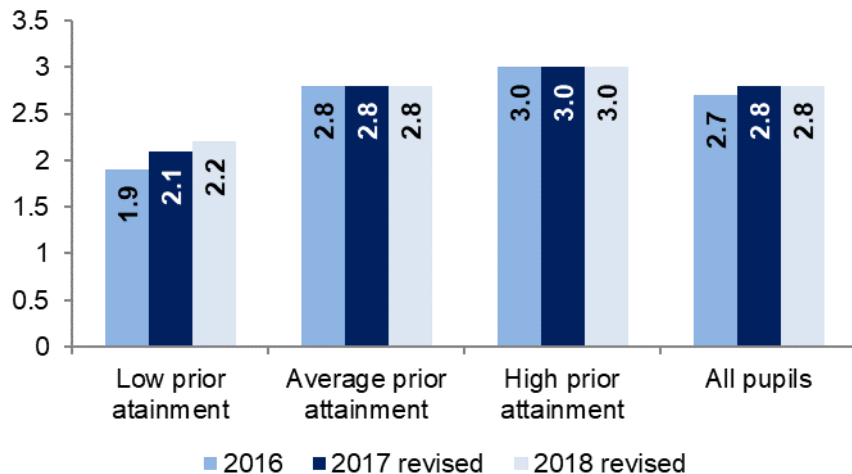
Attainment 8 is made up of eight slots, which can be filled with English, maths, three qualifications which count towards the English Baccalaureate (EBacc), and three other qualifications from the DfE approved list, or any additional EBacc qualifications. If a pupil has not taken the maximum number of qualifications that count in each group, then they will receive a point score of zero where a slot is empty⁷.

In 2018, pupils in state-funded schools filled an average of 2.8 EBacc slots. Pupils with high and average prior attainment entered on average 3.0 and 2.8 EBacc slots respectively, which has remained consistent since 2016. However, over time pupils with low prior attainment have continued to increase the average number of EBacc slots filled; this increased by 0.1 to 2.2 slots in 2018. This suggests that schools are continuing to enter pupils into qualifications that count towards the new headline measures. Whilst the average uptake for pupils with low prior attainment has increased, this is a smaller group of pupils, so this did not have a large impact on the average for all pupils. The average number of EBacc slots filled is shown in Figure 1.

⁷ U grades or other qualifications scoring zero points are counted as a non-filled slot.

Figure 1: Average number of EBacc slots filled by prior attainment band

England, state-funded schools, 2016 to 2018



Source: Key stage 4 revised attainment data

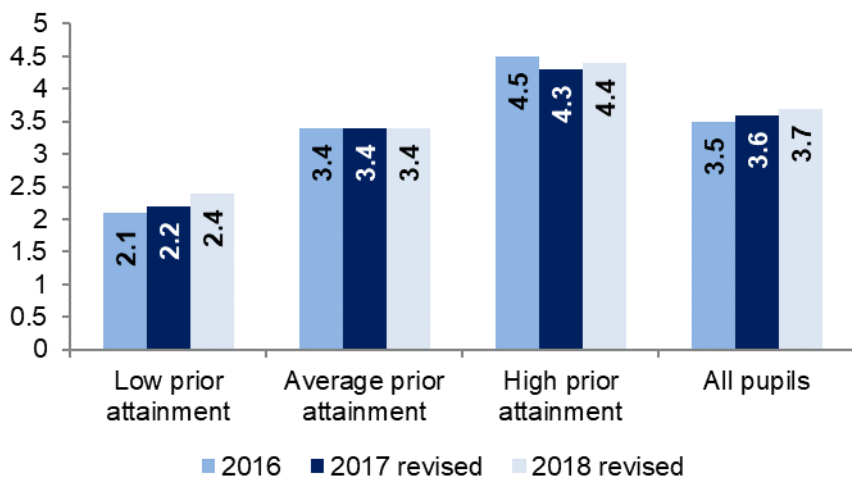
Pupils are not limited to taking three EBacc qualifications: Figure 2 shows the average number of qualifications taken which could count towards the EBacc slots of Attainment 8⁸.

This shows a similar pattern, with the average number of EBacc qualifications taken increasing by 0.1 for all pupils between 2017 and 2018. There was an increase of 0.2 for those with low prior attainment, whilst those pupils with average or high prior attainment remained stable.

The average number of EBacc slots filled in Attainment 8 is relatively stable, partly because you do not have to enter all of the pillars of the EBacc to fill the three EBacc slots of Attainment 8. For example, it is possible to fill the EBacc slots in Attainment 8 with two sciences (or combined science) and a language, without taking a subject in the humanities pillar.

Figure 2: Average number of EBacc slots that could be filled by prior attainment band

England, state-funded schools, 2016-2018



Source: Key stage 4 revised attainment data

The average number of open slots has been stable since 2016, it remains at 2.8 for all pupils. Open slots can be filled by three GCSE qualifications (including any EBacc subjects that have not already been used) or any other non-GCSE qualifications on the DfE approved list.

⁸ Excluding English and maths, which have separate slots and do not count towards the Attainment 8 EBacc

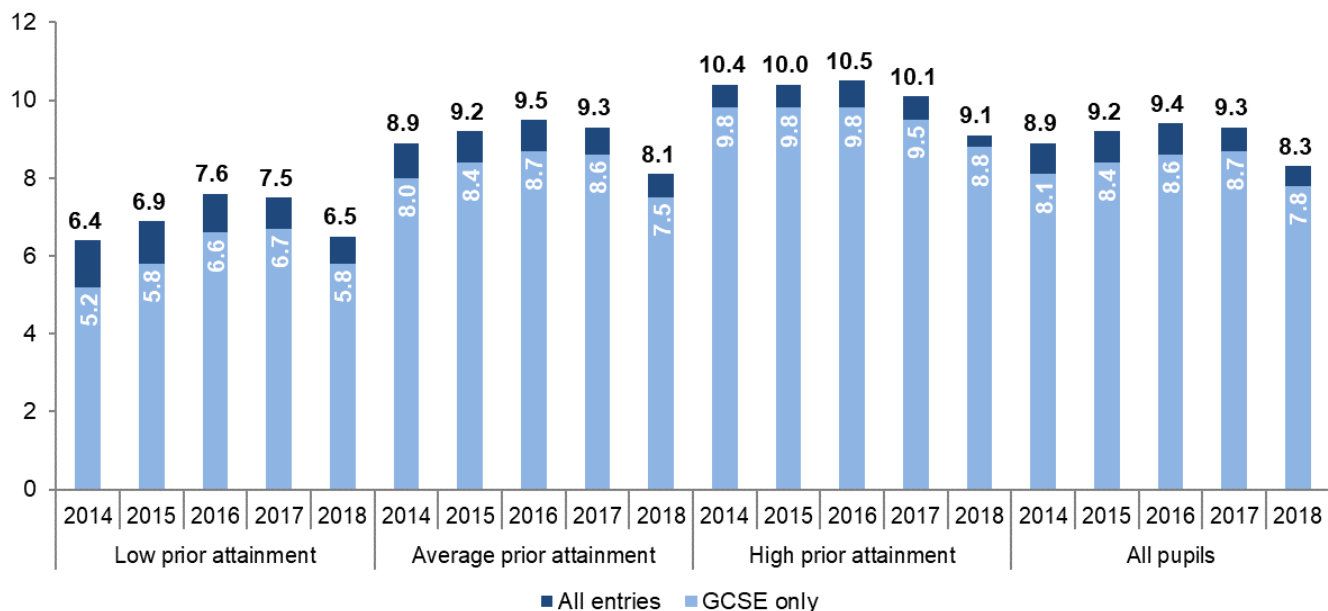
GCSE and other equivalent qualification entry decreased

The average number of entries to qualifications that count in the performance tables per pupil decreased between 2017 and 2018. The changes are shown in the figure 3, however they should be interpreted with caution in this period of reform.

The change in the structure of science qualifications available has led to a reduction in the average number of GCSE entries. Combined science is a double award GCSE which has replaced core and additional. Entries into combined science count as one entry, whereas in previous years entry into core and additional would have counted as two entries. Pupils took 8.3 qualifications on average in 2018, down from 8.9 in 2014. However, if entries into combined science were counted as two entries, pupils would have taken on average 9.0 qualifications. This impacted more on low and average prior attainers who are more likely to enter the combined science pathway (see Subject section).

For the 20 subjects reformed in 2018, any early entries in GCSEs in these subjects do not count in 2018 performance tables. This also impacted on the average number of qualifications pupils have taken that count in 2018 performance tables. This is likely to have had a greater impact on average and high attainers, who are more likely to have entered GCSEs early.

Figure 3: Average number of entries* in all qualifications and GCSEs, by prior attainment band
England, state-funded schools, 2018



*figure only includes one entry for combined science for 2018

Source: Key stage 4 revised attainment data

The percentage of GCSEs entered by the cohort has increased since 2014. GCSEs⁹ made up 81% of all entries for pupils with low prior attainment in 2014, increasing to 89% in 2018. There were increases of 3 percentage points for pupils with average and high prior attainment, from 90% in 2014 to 93% in 2018 for average prior attainment, and from 94% to 97% for high prior attainment. The percentage of GCSEs entered by the cohort increased at the same rate for all pupils, from 91% in 2014 to 94% in 2018.

⁹ Includes full course GCSEs, double award GCSEs, AS levels, Cambridge International Certificates and Edexcel Level1/2 Certificates.

3. Attainment 8 and Progress 8 (Table 1d and 2a)

Attainment 8

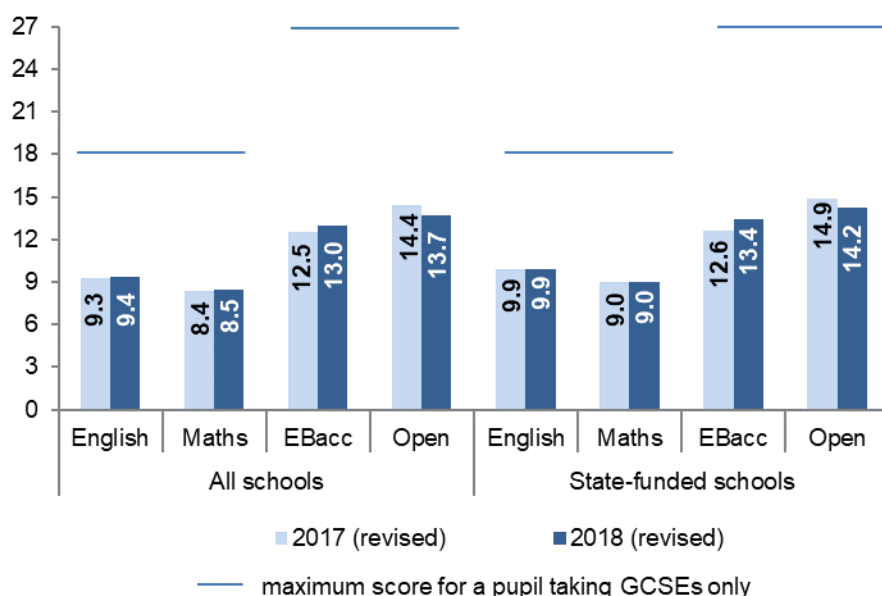
The maximum Attainment 8 score for a pupil taking only GCSE qualifications was 90 in 2018 (87 in 2017). Any changes in the average score per pupil in the EBacc and open slots may reflect changes in the maximum available point scores for the reformed GCSEs that count in these slots, as well as any changes in pupil attainment.

In comparison to 2017, the average Attainment 8 score per pupil decreased by 0.1 points for all schools to 44.5 and increased by 0.2 points for state-funded schools to 46.5. Across each element of Attainment 8 there were increases in the average score per pupil, with the exception of the open slots which decreased from 14.4 in 2017 to 13.7 in 2018 (all schools) and from 14.9 in 2017 to 14.2 in 2018 (state-funded schools).

For all schools, the average score per pupil in the EBacc slots increased by 0.5 points to 13.0. The English and maths elements both had slight (0.1) increases compared to 2017. The pattern was similar for state-funded schools, which saw no change in English and maths average scores, and a 0.8 point increase in the EBacc element.

Figure 4: Average score per pupil in each element of Attainment 8

England, 2018



Source: Key stage 4 revised attainment data

Progress 8

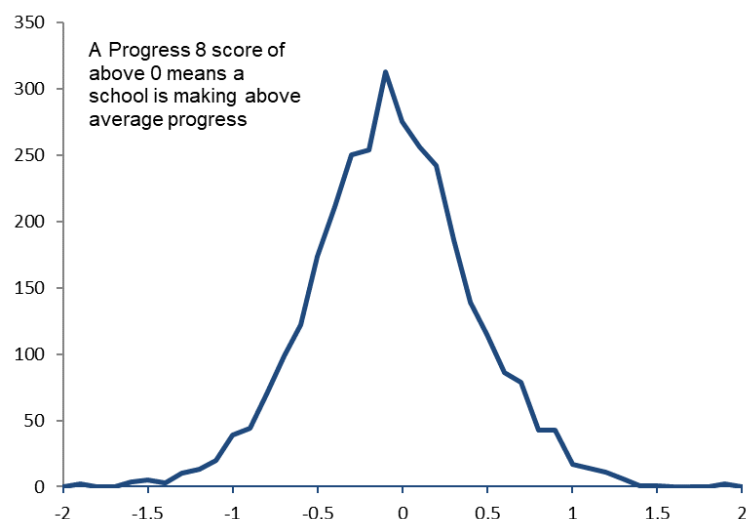
Progress 8 is a relative measure, which means that the overall national score remains the same between years. We will look further at patterns in Progress 8 in the sections on school type, admissions basis and gender, as Progress 8 is more relevant where we can compare between groups.

2018 is the third year in which Progress 8 scores have been published for all state-funded schools. This year, we have adjusted Progress 8 scores to minimise the effect of extremely negative scores can have on a school's result. This resulted in around 1% of pupils having their Progress 8 score adjusted. For more information, please refer to the [secondary accountability guidance](#). Figure 5, shows the distribution of adjusted progress 8 scores for mainstream schools. Adjusted Progress 8 scores for mainstream schools¹⁰ at school level run from -3.00 to 1.90, with approximately 99% of schools' scores between -1.30 and +1.30 in 2018.

¹⁰ Excludes further education colleges with 14-16 provision

Figure 5: Distribution of adjusted Progress 8 scores*

England, state-funded mainstream schools⁷, 2018



* one school with an extremely low progress 8 score is not shown in chart but does influence the distribution.

Source: Key stage 4 revised attainment data

4. Attainment in English and maths (Table 1a)

This measure requires pupils to achieve a grade 5 or above in either English language or literature (with no requirement to take both) and to achieve a grade 5 or above in EBacc maths.

Attainment in English and maths at grade 5 or above was 40.2% in all schools and 43.3% in state-funded schools in 2018. When comparing to 2017, this was an increase of 0.6 and 0.7 percentage points for all schools and state-funded schools respectively.

Table 7: Attainment in English and maths (grades 9-5)

England, 2017-2018

| Year | Measure | All schools | State-funded schools |
|--------------|------------------------------|-------------|----------------------|
| 2017 revised | % achieving grade 5 or above | 39.6% | 42.6% |
| 2018 revised | % achieving grade 5 or above | 40.2% | 43.3% |

Source: Key stage 4 revised attainment data

5. The English Baccalaureate (Table 1b)

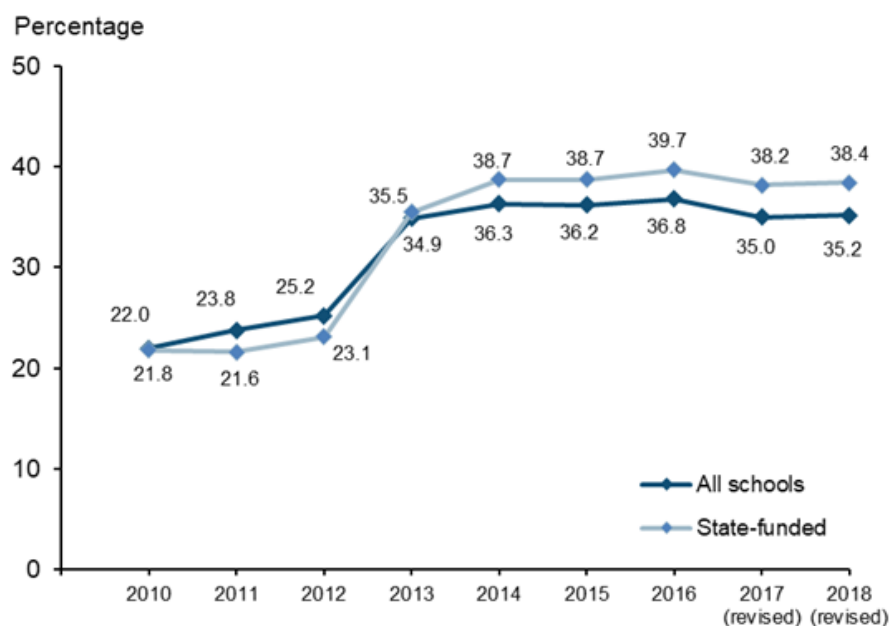
From 2018, the headline EBacc attainment measure is the EBacc average point score (EBacc APS). This replaces the previous threshold EBacc attainment measure. EBacc APS measures pupils' point scores across the five pillars of the EBacc. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential. For more information, please refer to the [secondary accountability guidance](#).

EBacc entry

In 2018, 35.2% of pupils in all schools and 38.4% of pupils in state-funded schools entered the EBacc, an increase of 0.2 compared to 2017 for both. The EBacc entry rate was impacted by any early entries (in 2017) into the 20 GCSE subjects reformed in 2018, not counting in the 2018 performance tables.

The difference between the figures for all schools and state-funded schools is related to the impact of unregulated international GCSEs commonly taken in independent schools. Some independent schools choose to enter qualifications that do not count towards the performance tables, particularly for English and maths. These schools will therefore have scores of 0% for such measures in the school performance tables. However, it is worth noting that there are other reasons why a school may have a score of 0% in threshold measures.

Figure 6: Percentage of pupils entering the EBacc
England, 2010-2018



Source: Key stage 4 attainment data

There continues to be an increase in the percentage of pupils entering four components¹¹ of the EBacc, which rose from 43.8% to 46.6% between 2017 and 2018. There were corresponding falls in pupils taking two or three components, down to 1.2% and 10.6% respectively, as shown in Figure 7.

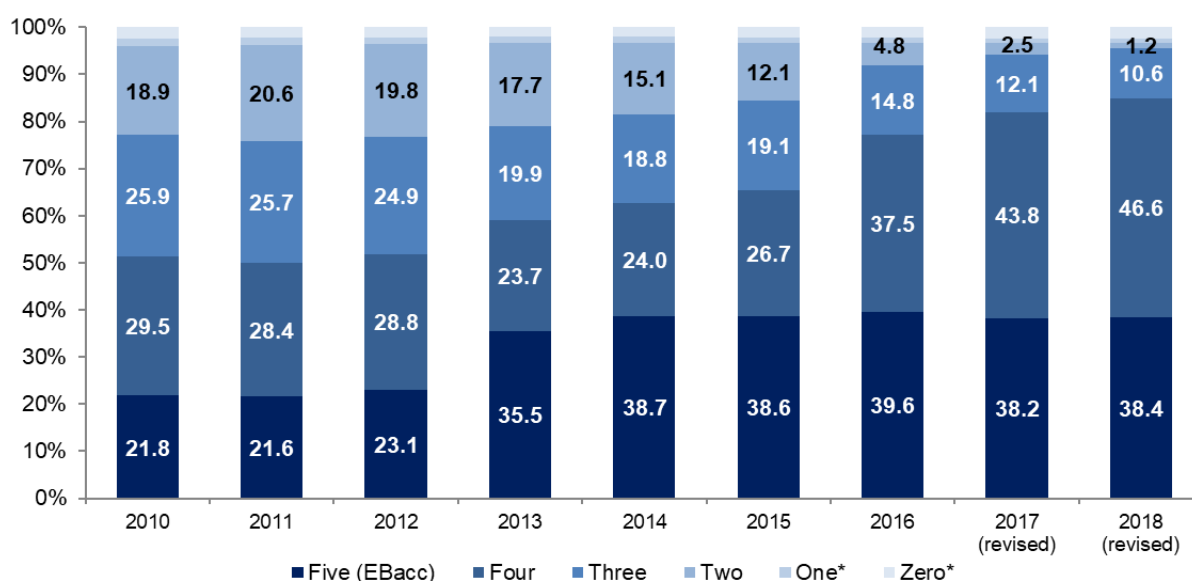
Of those pupils who entered four out of the five EBacc components, the majority (83.8%) were missing the languages component in 2018, up from 80.4% in 2017. The humanities component was the second highest missing component, with 15.5% of those who entered four components not entering humanities in 2018, down from 17.3% in 2017.

The percentage of pupils who did not enter any EBacc components has increased slightly in recent years, from 1.9% in 2014 to 2.5% in 2018. However, this is still a similar proportion to 2010 when 2.4% of pupils did not enter any EBacc components. The majority of pupils who do not enter any EBacc components have low prior attainment at key stage 2 (76.1% in 2018).

¹¹ There are five components that make up the English Baccalaureate: English, maths, science, a language, and history or geography

Figure 7: Percentage of pupils with entries into different numbers of EBacc components

England, state-funded schools, 2010-2018



*A data label for the percentage entering zero or one components is not shown on the chart

Source: Key stage 4 attainment data

EBacc average points score

Table 8 shows the EBacc average point score per pupil, both overall and for each component of the EBacc. As this is a new measure, there is no comparison available for earlier years. The maximum EBacc average point score is 10.75. Some subjects' EBacc APS is heavily affected by the number of pupils not sitting these subjects and thus scoring zero, e.g. only 46.1% of pupils entered the language pillar and the rest would have scored zero for this pillar in EBacc APS.

Table 8: EBacc average point score

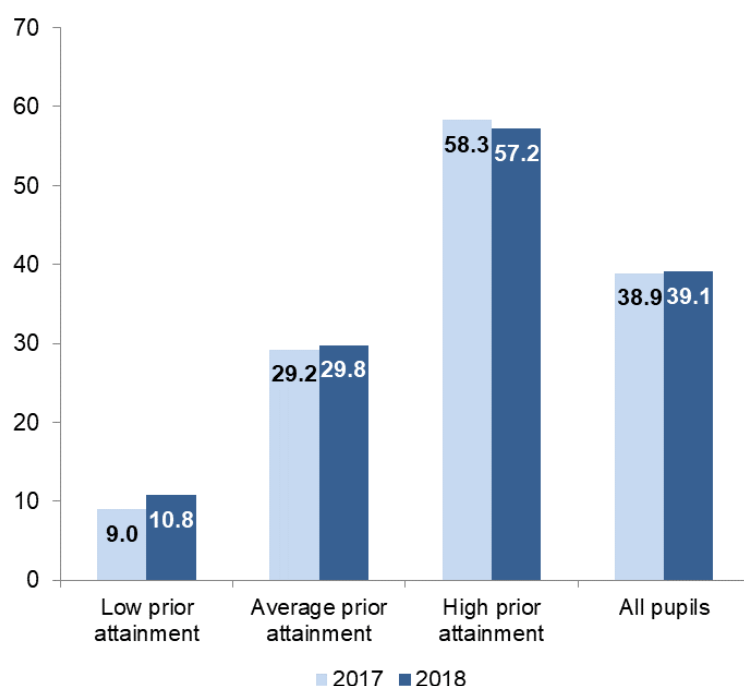
England, 2018

| Year | Measure | All schools | State-funded schools |
|--------------|--|-------------|----------------------|
| 2018 revised | EBacc average point score per pupil | 3.85 | 4.04 |
| | EBacc average point score in each component | | |
| | English | 4.63 | 4.94 |
| | Mathematics | 4.23 | 4.51 |
| | Sciences | 4.25 | 4.50 |
| | History or Geography | 3.43 | 3.55 |
| | Languages | 2.29 | 2.26 |

EBacc by prior attainment

The overall EBacc entry rate in state-funded mainstream schools increased slightly from 38.9% in 2017 to 39.1% in 2018 (a rise of 0.2 percentage points). This was driven by increases in EBacc entry rates for pupils with low and average prior attainment, as shown in Figure 8. However, entry rates for pupils with high prior attainment fell, with 57.2% entering the EBacc in 2018 compared to 58.3% in 2017. If early entries into any GCSEs that were reformed in 2018 were included, then EBacc entry rates for those with high prior attainment would have been similar to 2017. The most common pillar missing was the language pillar, with over 3,500 pupils having taken their language by entering an unreformed language qualification early, in a subject which was reformed in 2018. These early entries did not count towards EBacc entry in 2018.

Figure 8: EBacc entry rates by prior attainment band
England, state-funded mainstream schools, 2017-2018



Source: Key stage 4 revised attainment data

As expected, pupils with high prior attainment scored the highest EBacc average point score (5.53), compared with those pupils with low prior attainment (1.95). Pupils with average prior attainment (3.41) were closer to the national average of 4.12. The maximum score possible for EBacc average point score is 10.75.¹²

¹² This is achieved by pupils sitting AS levels across each pillar.

6. Subject analysis (Tables 1b (1), 1b (2), 1c))

EBacc English and maths

To pass the English element of the headline EBacc attainment measure, pupils must achieve a grade 5 or above in either English language or English literature GCSEs (or A*-C grades in approved AS levels), with entries into both.

To pass the maths element of the headline EBacc attainment measure, pupils must achieve a grade 5 or above in maths GCSE (or A*-C in approved AS levels).

Table 9: EBacc English achievement

England, state-funded schools,

2017-2018

| Year | Achieving EBacc English (9-5) |
|---------------------|----------------------------------|
| 2017 revised | 60.5 |
| 2018 revised | 60.3 |

Source: Key stage 4 revised attainment data

The proportion of pupils achieving grade 5 or above in EBacc English was 60.3% in 2018, down by 0.2 percentage points from 2017.

Table 10: EBacc maths achievement

England, state-funded schools

2017-2018

| Year | Achieving EBacc maths (9-5) |
|---------------------|--------------------------------|
| 2017 revised | 48.6 |
| 2018 revised | 49.3 |

Source: Key stage 4 revised attainment data

The proportion of pupils achieving grade 5 or above in EBacc maths was 49.3% in 2018, an increase of 0.7 percentage points from 2017.

The entry rate remains high in both English and maths and this is due to the fact that it is compulsory for pupils to study English and maths at key stage 4 in state-funded schools, and the vast majority of pupils enter qualifications that count in the performance tables.

EBacc science

It is compulsory for state-funded schools to teach science at key stage 4. For EBacc science, a pupil must enter:

- three individual sciences (three out of biology, chemistry, physics, and computer science); or
- combined science

2018 is the first year to be taught the new combined science, which replaced core and additional science in previous years.

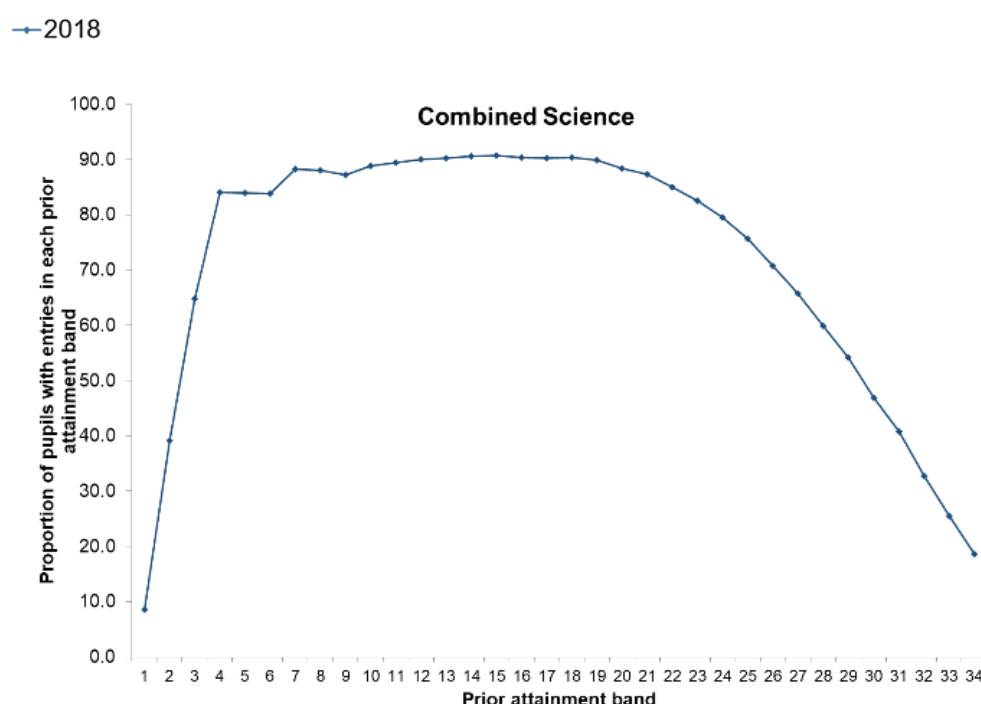
The proportion of pupils entering EBacc science continues to increase. In 2018, 95.5% of pupils in state-funded schools entered EBacc science, an increase of 4.2 percentage points compared to 2017. The proportion of pupils who entered the new combined science pathway was higher than those who entered core and additional science in 2017. In 2018, 68.0% of the cohort entered combined science, compared to 65.7%

who entered the core and additional pathway in 2017. There was also an increase in the proportion of pupils who entered any three individual sciences¹³ (27.5% in 2018, up from 25.2% in 2017).

Figures 9 to 13 show entry rates in combined and single sciences by prior attainment with the darkest line representing 2018. The general pattern shows that those pupils with higher prior attainment tend to take single sciences. Those with low and average prior attainment tend to opt for the combined science pathway. However, you can see that those pupils in the very lowest prior attainment bands take no science qualifications.

With the exception of computer science, all other single sciences saw small increases in the proportion of pupils entering these subjects across all attainment bands since 2017. Interestingly, the proportion of pupils with low prior attainment entering single science increased across all the single sciences between 2017 and 2018, to the highest rates in the last four years. However, entry rates in single sciences for pupils with high prior attainment, although much higher than combined science, continued to be lower than in 2015 and 2016.

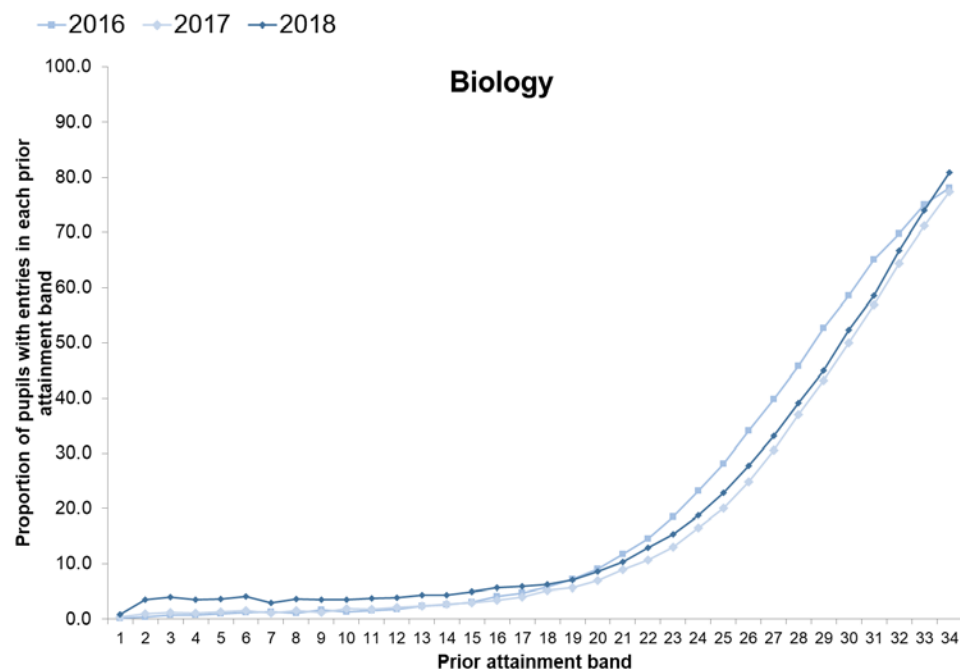
Figure 9: Proportion of pupils in each prior attainment band who entered combined science (2018 only)
England, state-funded schools, 2018



Source: Key stage 4 revised attainment data

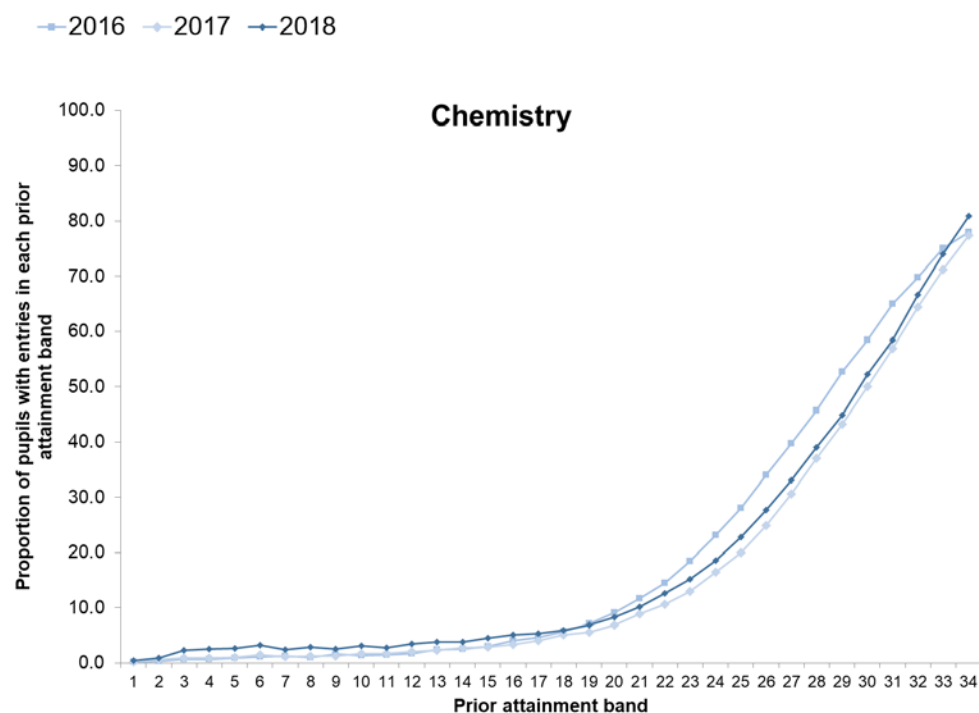
¹³ Biology, Chemistry, Physics and Computer Science.

Figure 10: Proportion of pupils in each prior attainment band who entered biology
England, state-funded schools, 2016-2018



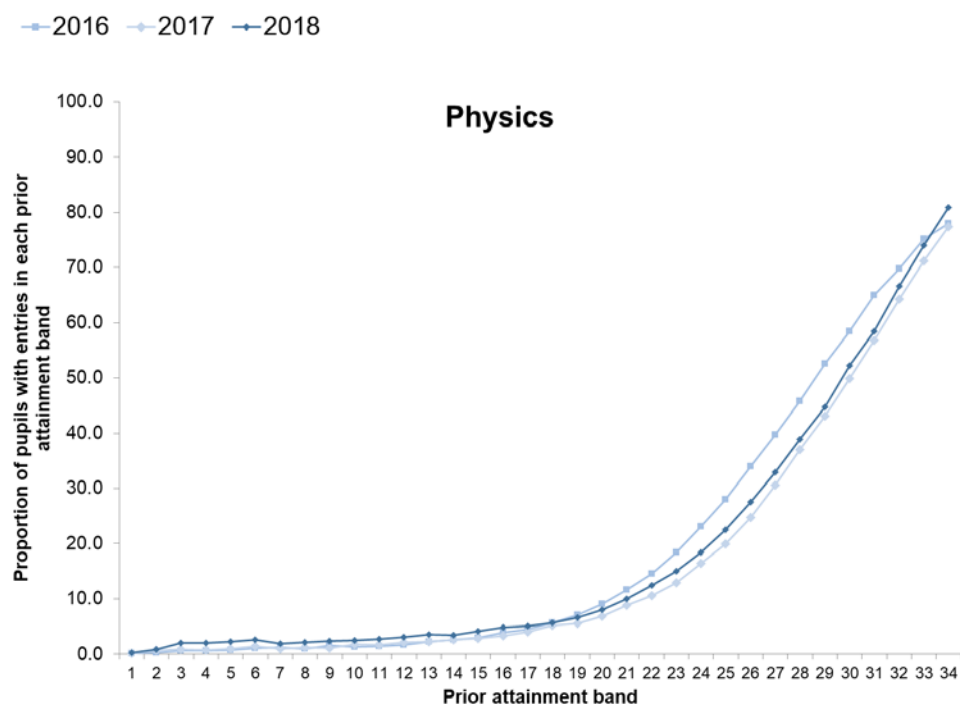
Source: Key stage 4 revised attainment data

Figure 11: Proportion of pupils in each prior attainment band who entered chemistry
England, state-funded schools, 2016-2018



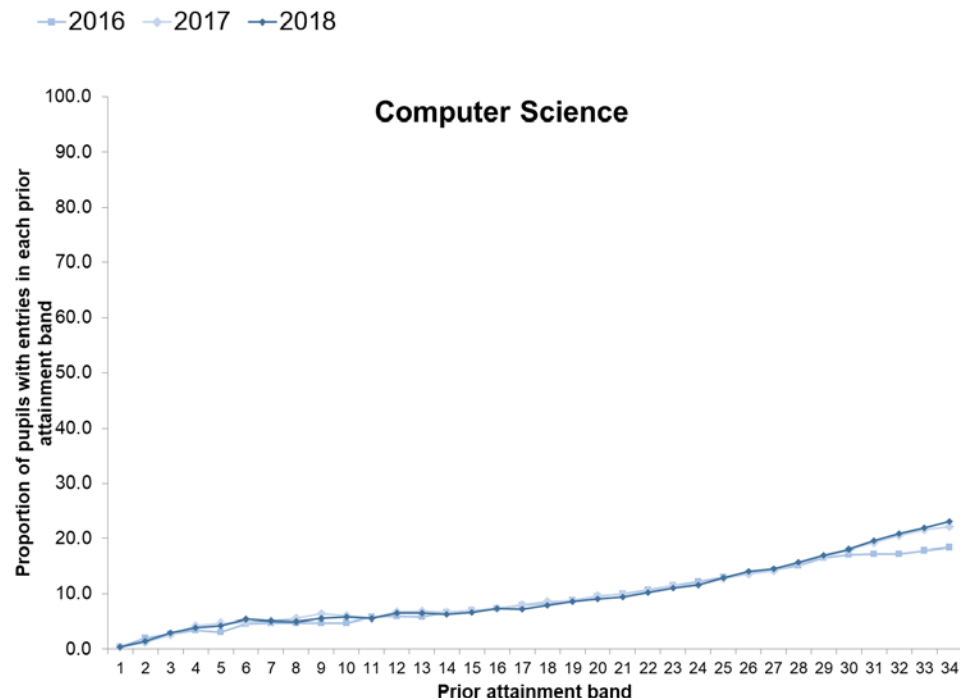
Source: Key stage 4 revised attainment data

Figure 12: Proportion of pupils in each prior attainment band who entered physics
England, state-funded schools, 2016-2018



Source: Key stage 4 revised attainment data

Figure 13: Proportion of pupils in each prior attainment band who entered computer science
England, state-funded schools, 2016-2018



Source: Key stage 4 revised attainment data

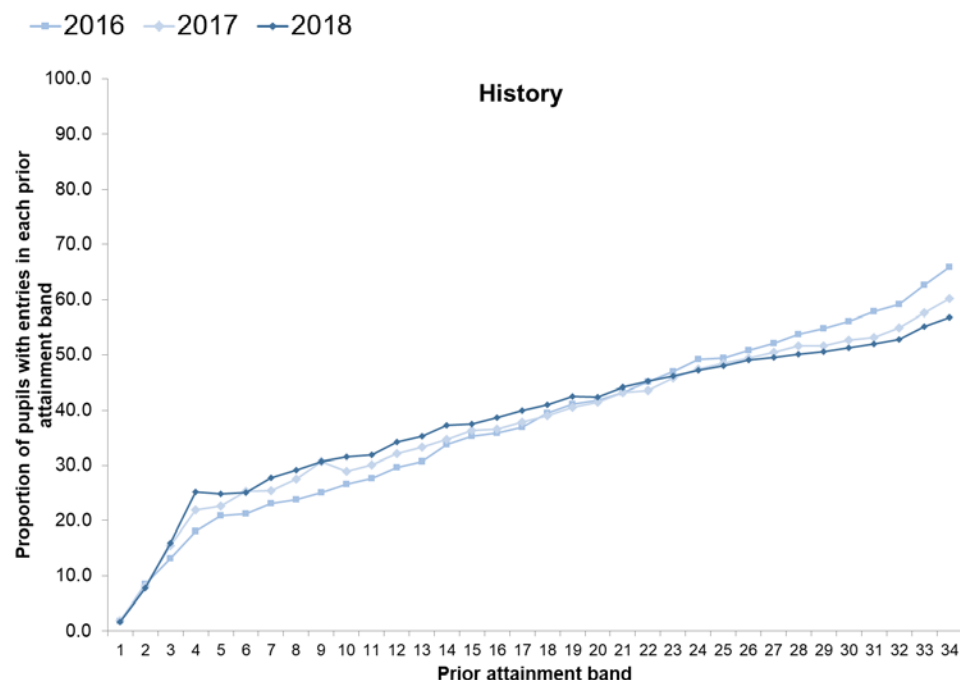
EBacc humanities (History/Geography)

The proportion of pupils entering EBacc humanities continued to increase in 2018, to 78.3% in state-funded schools, a rise of 1.5 percentage points since 2017. Figures 14 and 15 show this was driven by small increases in entries across the majority of prior attainment groups for geography, and small

increases in entries for pupils with low and average prior attainment for history. In history, the slight increase in entries from pupils with low and average prior attainment groups was counter-balanced by continued decreases in proportion of entries for high prior attainers. This trend has continued since 2016.

Figure 14: Proportion of pupils in each prior attainment band who entered history

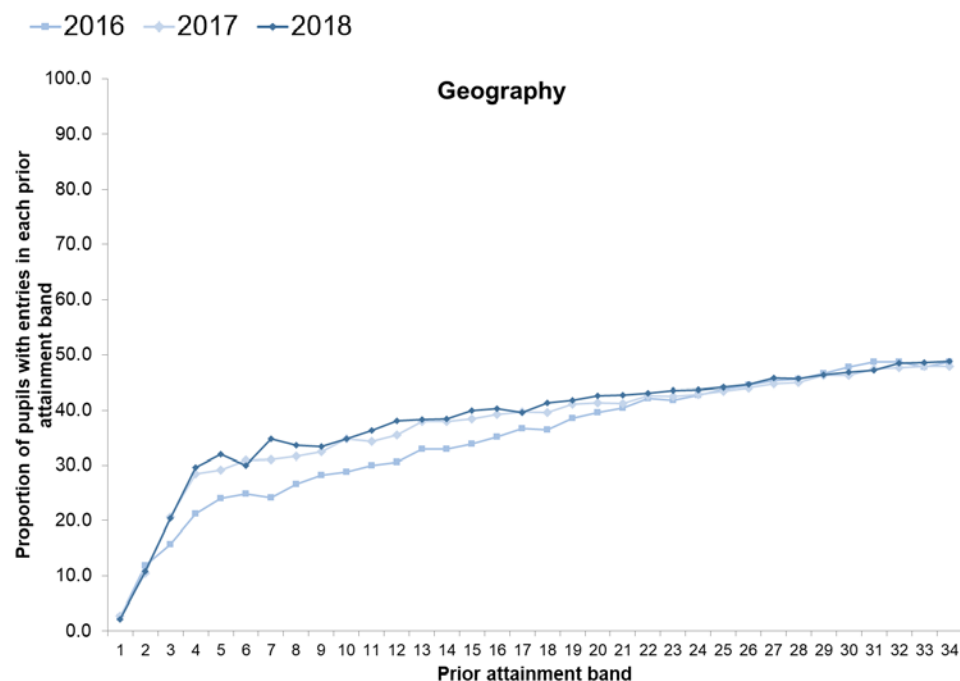
England, state-funded schools, 2016-2018



Source: Key stage 4 revised attainment data

Figure 15: Proportion of pupils in each prior attainment band who entered geography

England, state-funded schools, 2016-2018



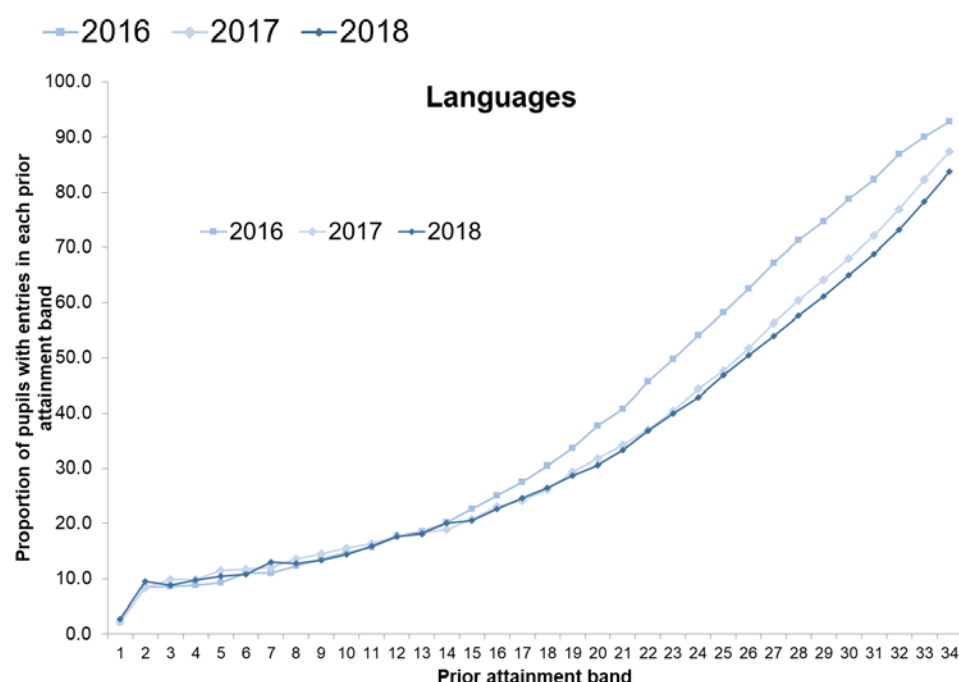
Source: Key stage 4 revised attainment data

EBacc languages

To achieve the languages component of the EBacc, pupils enter any language qualification on the EBacc approved list.

Entries to EBacc languages continued to decrease in 2018 to 46.1%, a fall of 1.3 percentage points compared to 2017. This was the fourth year in a row that entries have fallen. There were decreases across the majority of prior attainment bands but the largest drop occurred for pupils with higher prior attainment, as shown in Figure 16 below. This decrease in entries for pupils with high prior attainment between 2018 and 2017 is much smaller than the drop that occurred between 2016 and 2017. Some of this drop can be explained by pupils who entered a language qualification early in a subject that was subsequently reformed in 2018. This was the case for over 3,500 pupils, whose language result did not count in 2018 performance tables.

Figure 16: Proportion of pupils in each prior attainment band who entered EBacc languages
England, state-funded schools, 2016-2018



Source: Key stage 4 revised attainment data

Art and design subjects

For the purposes of these figures, arts subjects include applied art and design, art and design, drama, media/film/TV, music, dance and performing arts. The figures include GCSEs, level 1/2 certificates, and AS levels.

The percentage of pupils entering at least one arts subject decreased in 2018, by 2.2 percentage points compared to equivalent data in 2017. 44.3% of pupils in state-funded schools entered at least one arts subject. This is the third consecutive year that a fall in entries has occurred.

Table 11: Percentage of pupils entered for at least one arts subject,
England, state-funded schools, 2010-2018

| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 revised | 2018 revised |
|--|-------|-------|-------|-------|-------|-------|-------|--------------|--------------|
| Pupils entered for at least one arts subject | 47.2% | 45.8% | 44.7% | 44.8% | 48.3% | 49.6% | 48.0% | 46.5% | 44.3% |

Source: Key stage 4 attainment data

7. Attainment by pupil characteristics

Characteristics definitions

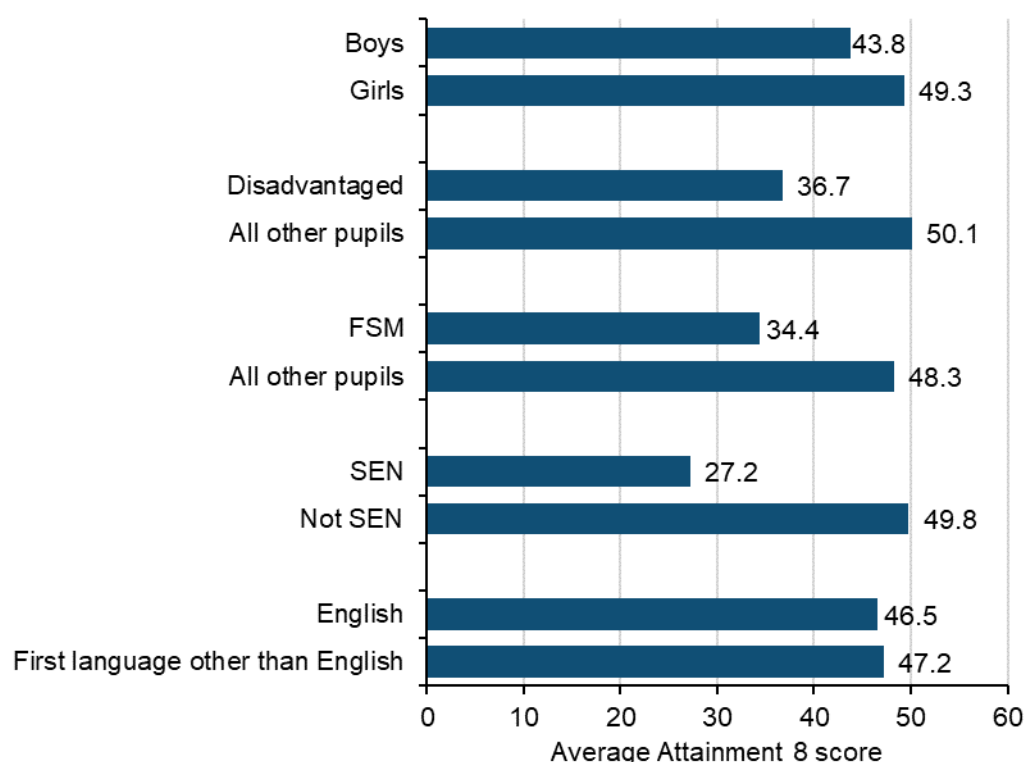
Please see the pupil characteristics section of the quality and methodology document for additional information on characteristics definitions.

Information on attainment has been broken down by the following pupil characteristics within these statistics: ethnicity, English as an additional language (EAL), free school meal eligibility (FSM), disadvantage, and special educational needs (SEN). The tables accompanying this publication also include local authority attainment broken down by these characteristics.

Figure 17 shows the pattern in Attainment 8 by different pupil characteristics.

Figure 17: Average Attainment 8 score by pupil characteristics

England, state-funded schools, 2018



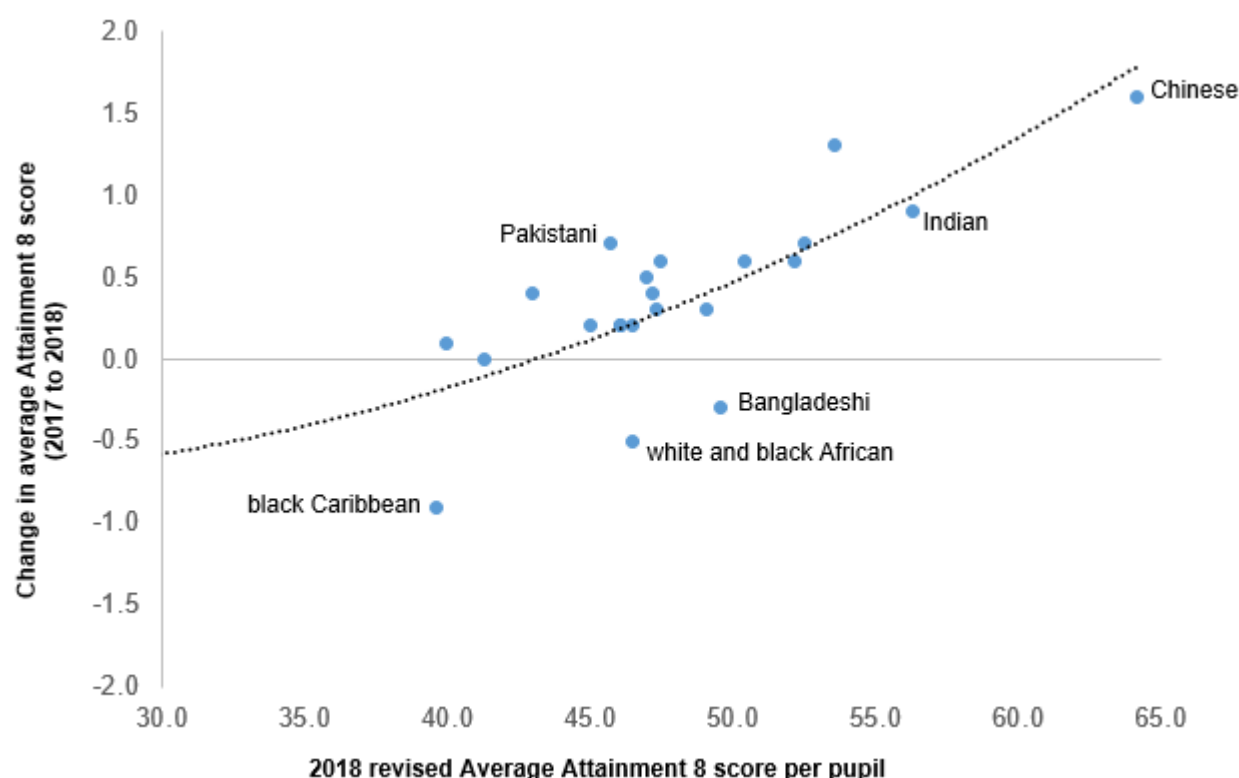
Source: Key stage 4 revised attainment data

The gaps in Attainment 8 score widened slightly across all characteristic groups in 2018 compared to 2017. This is to be expected as in 2018 there were more points available for higher scores in an additional 20 reformed GCSEs, and this change will have different effects on pupils with different levels of attainment. Groups with many pupils achieving the highest possible grades in reformed subjects may therefore have a higher Attainment 8 score on the 2018 scale than they would have had in 2017.

In 2018 the general pattern of attainment gaps for Attainment 8 remained the same as in 2017. The gaps between boys and girls, and by first language, remained relatively small in comparison to other groups. The widest gap remained between pupils with SEN and those with no identified needs, with a gap of 22.6 points.

Figure 18: Change in average Attainment 8 score (2017 to 2018) against Attainment 8 score in 2018, by ethnic group*

England, state-funded schools, 2018



* Gypsy Roma and Irish Traveller pupils had average Attainment 8 scores below 35 in 2017 and are not displayed on the chart, but do influence the trendline.

Source: Key stage 4 revised attainment data

Figure 18 shows changes in average Attainment 8 score (between 2017 and 2018) by ethnic group, as well as their 2018 Attainment 8 score, and this demonstrates the potential impact of the change in the maximum Attainment 8 points available. Groups with higher levels of attainment, and therefore more pupils achieving the highest possible grades in reformed subjects and gaining higher Attainment 8 scores in 2018, tend to have seen the biggest increases between 2017 and 2018, e.g. Chinese pupils increased by 1.6 points to 64.2. However, groups with lower attainment where fewer pupils are achieving these higher grades in reformed subjects have tended to see either decreases or only small increases in scores compared to 2017. Although almost all ethnic groups increased their Attainment 8 score between 2017 and 2018, scores were still lower than those achieved in 2016.

Although the size of attainment gaps cannot be directly compared between years for this measure, looking at the differences in Attainment 8 score between different pupil groups in 2018 highlights the continued disparities in outcomes at GCSE. These are examined in more detail below for certain pupil groups. For information relating to pupils eligible for free school meals or further breakdowns of special education needs please see the tables that accompany this release.

Disadvantaged pupils

Disadvantage

Pupils are defined as disadvantaged if they are known to have been eligible for free school meals in the past six years (from year 6 to year 11), if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care.

In 2018, 27.0% of pupils in state-funded schools at the end of key stage 4 were disadvantaged, 0.2 percentage points lower than 2017 (27.2%) and 0.7 percentage points lower than in 2016.

Attainment was lower for disadvantaged pupils compared to all other pupils across all headline measures in 2018, consistent with previous years.

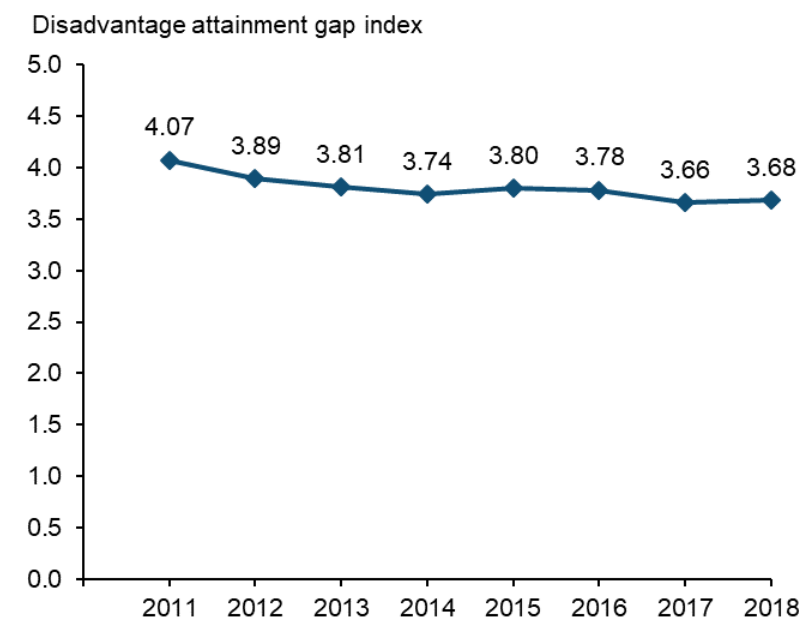
Due to the new headline measures introduced in 2018, and changes to comparability as a result, it is recommended that the disadvantage gap index is used to look at the difference in attainment between disadvantaged and other pupils over time.

Disadvantage gap index (Table CH4a)

The disadvantage gap index¹⁴ summarises relative attainment gap between disadvantaged pupils and all other pupils. The gap index is more resilient to changes to grading systems and accountability measures, therefore it offers greater comparability between years. The index ranks all pupils in the country and asks whether disadvantaged pupils typically rank lower than non-disadvantaged pupils. A disadvantage gap of zero would indicate that pupils from disadvantaged backgrounds perform as well as pupils from non-disadvantaged backgrounds. We measure whether the disadvantage gap is getting larger or smaller over time. For key stage 4 it is based on the average grades achieved in English and mathematics GCSEs.

The gap between disadvantaged pupils and others, measured using the gap index, has remained broadly stable, widening by 0.6% in 2018, and narrowing by 9.5% since 2011. The average position of disadvantaged pupils in the distribution compared to others is similar to last year.

Figure 19: Trend in the disadvantaged pupils' attainment gap index
England, state-funded schools, 2011-2018 (revised)



Source: National pupil database and key stage 4 attainment data

Further breakdowns of average English and maths grades for disadvantaged and all other pupils can be found in table CH4a and CH4b of the accompanying data tables.

¹⁴ More details of the methodology and consultation were published in [SFR 40/2014](#).

Disadvantage: headline measures

This section is included for transparency, however it is recommended that the gap index (above) is used in preference to comparing raw attainment scores for disadvantaged and other pupils when analysing the difference in attainment over time. The gap index is more resilient to changes to grading systems and accountability measures, therefore it offers greater comparability between years.

Table 12 shows, as in 2017, attainment was lower for disadvantaged pupils compared to all other pupils across all headline measures in 2018. All gaps widened slightly between 2017 and 2018, with the exception of EBacc entry, which narrowed by 1.2 percentage points. This was mainly due to an increase in disadvantaged pupils entering EBacc in 2018, up to 26.4% compared to 25.4% in 2017.

Table 12: Attainment by disadvantage status, England, 2017-2018 (state-funded schools)

| | | Disadvantaged pupils | All other pupils | Difference ¹⁵ |
|--|------|------------------------|---------------------|--------------------------|
| End of key stage 4 cohort | | | | |
| | 2017 | 143,586 | 384,273 | n/a |
| | 2018 | 141,136 | 382,490 | n/a |
| Progress 8¹⁶ | | | | |
| | 2018 | -0.44 (-0.44 to -0.43) | 0.13 (0.13 to 0.14) | -0.57 |
| EBacc entry | | | | |
| | 2017 | 25.4% | 43.0% | -17.6pp |
| | 2018 | 26.4% | 42.8% | -16.4pp |
| Achieving English and mathematics (at grades 9-5) | | | | |
| | 2017 | 24.5% | 49.4% | -25.0pp |
| | 2018 | 24.9% | 50.1% | -25.2pp |
| Attainment 8 | | | | |
| | 2017 | 37.0 | 49.8 | -12.8 |
| | 2018 | 36.7 | 50.1 | -13.4 |
| EBacc average point score | | | | |
| | 2018 | 3.07 | 4.40 | -1.34 |

Source: key stage 4 revised attainment data

¹⁵ Gaps are calculated using unrounded data.

¹⁶ The scale on which Progress 8 is measured is dependent on the overall performance of all schools in a given year. This means the scale can change from year to year and subsequently the meaning of a given score will change too. Therefore it is not possible to compare Progress 8 scores between years and only one year is given in all tables.

English as a first language

"First Language" is the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community. It does not mean that pupils are necessarily fluent in a language other than English or cannot speak English.

16.5% of pupils at the end of key stage 4¹⁷ had a first language other than English in 2018. This was 0.6 percentage points higher than 2017 (15.9%) and an increase of 1.4 percentage points since 2016 (15.1%)

As in 2017, the average Attainment 8 score of those with English as an additional language was broadly similar to those with English as a first language, but their average Progress 8 score continued to be much higher compared to those with English as a first language, as shown in table below.

Table 13: Attainment by first language status, England, 2017-2018 (state-funded schools)

| | | English | other than English | Difference |
|--|------|------------------------|---------------------|------------|
| End of key stage 4 cohort | | | | |
| | 2017 | 442,222 | 83,905 | n/a |
| | 2018 | 435,455 | 86,269 | n/a |
| Progress 8¹⁸ | | | | |
| | 2018 | -0.10 (-0.11 to -0.10) | 0.49 (0.48 to 0.49) | 0.59 |
| EBacc entry | | | | |
| | 2017 | 36.9% | 45.5% | 8.6pp |
| | 2018 | 36.6% | 47.7% | 11.1pp |
| Achieving English and mathematics (at grades 9-5) | | | | |
| | 2017 | 42.7% | 42.8% | 0.1pp |
| | 2018 | 43.4% | 43.3% | 0.0pp |
| Attainment 8 | | | | |
| | 2017 | 46.3 | 46.8 | 0.5 |
| | 2018 | 46.5 | 47.2 | 0.7 |
| EBacc average point score | | | | |
| | 2018 | 4.01 | 4.22 | 0.21 |

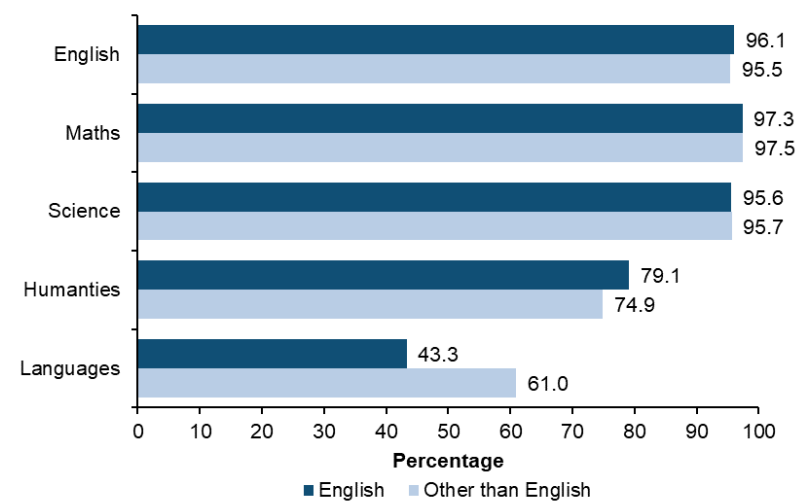
Source: Key stage 4 revised attainment data

In 2018, the achievement of pupils with English as an additional language was similar to pupils with English as a first language for the achieving English and maths (at grades 9-5) measure, so a gap no longer exists between the two groups. EBacc entry, however, remains higher for pupils with English as an additional language, and the gap widened by 2.5 percentage points in 2018.

¹⁷ Excluding pupils whose first language is unclassified.

¹⁸ The scale on which Progress 8 is measured is dependent on the overall performance of all schools in a given year. This means the scale can change from year to year and subsequently the meaning of a given score will change too. Therefore, it is not possible to compare Progress 8 scores between years and only one year is given in all tables.

Figure 20: Percentage of pupils entering the EBacc pillars by first language
 England, state-funded schools, 2018



Source: Key stage 4 revised attainment data

Figure 20 shows that pupils with English as an additional language had much higher rates of entry in the language component of the EBacc (61.0%) compared to pupils whose first language is English (43.3%). Higher entry rates in the language pillar for pupils with English as an additional language contributes to their higher overall rates of EBacc entry. Pupils with English as an additional language also had slightly higher rates in both science and maths pillars this year compared to 2017.

Special Educational Needs (SEN)

The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those with SEN support, with statements of SEN or an education, health and care (EHC) plan. More information on these is given in the quality and methodology document.

14.0% of pupils at the end of key stage 4 had a special educational need in 2018, 0.1 percentage points lower than 2017 (14.1%).

The attainment gap between pupils with SEN compared to pupils with no identified SEN remains the largest gap of all characteristics groups: pupils with SEN perform significantly worse than pupils with no identified SEN across all headline measures of attainment, as shown in Table 14. The attainment gaps remained broadly similar to 2017, however there was a slight narrowing in EBacc entry (0.3 percentage points) with 12.4% of pupils with SEN entering EBacc in 2018, up from 12.1% in 2017.

Table 14: Attainment by special educational needs (SEN), England, 2018 (state-funded schools)

| | | SEN | no identified SEN | Difference |
|--|------|------------------------|---------------------|------------|
| End of key stage 4 cohort | | | | |
| | 2017 | 74,420 | 452,215 | n/a |
| | 2018 | 73,530 | 448,849 | n/a |
| Progress 8¹⁹ | | | | |
| | 2018 | -0.61 (-0.62 to -0.60) | 0.08 (0.07 to 0.08) | -0.69 |
| EBacc entry | | | | |
| | 2017 | 12.1% | 42.6% | -30.5pp |
| | 2018 | 12.4% | 42.7% | -30.3pp |
| Achieving English and mathematics (at grades 9-5) | | | | |
| | 2017 | 12.8% | 47.6% | -34.8pp |
| | 2018 | 13.5% | 48.3% | -34.7pp |
| Attainment 8 | | | | |
| | 2017 | 27.1 | 49.5 | -22.4 |
| | 2018 | 27.2 | 49.8 | -22.6 |
| EBacc average point score | | | | |
| | 2018 | 2.19 | 4.35 | -2.16 |

Source: Key stage 4 attainment data

Ethnicity

White pupils made up 75.8% of pupils at the end of key stage 4 in 2018, 10.6% were Asian, 5.5% were black, 4.7% were mixed, 0.4% were Chinese.²⁰

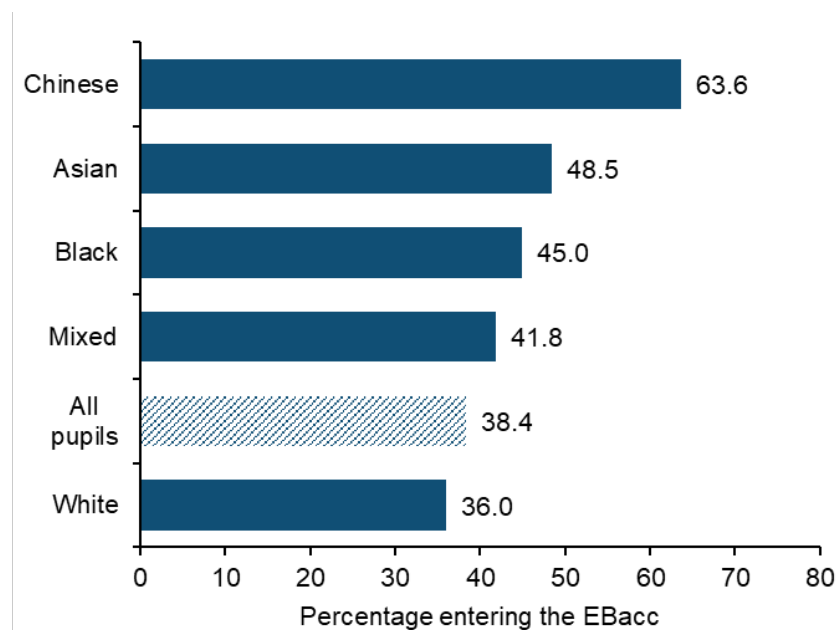
In 2018, EBacc entry increased across all major ethnic groups with the exception of white pupils, who saw a small decrease of 0.4 percentage points. Both black and Asian pupils increased their EBacc entry rate by 1.9 percentage points since 2017, as seen in Table 15. All groups, with the exception of white pupils, had EBacc entry rates above the national level as show in figure 21.

¹⁹ The scale on which Progress 8 is measured is dependent on the overall performance of all schools in a given year. This means the scale can change from year to year and subsequently the meaning of a given score will change too. Therefore, it is not possible to compare Progress 8 scores between years and only one year is given in all tables.

²⁰ Remaining pupils were either unclassified or from any other ethnic background.

Figure 21: EBacc entry by major ethnic group

England, state-funded schools, 2018



Source: Key stage 4 revised attainment data

Table 15: Attainment by ethnicity, England, 2018 (state-funded schools)

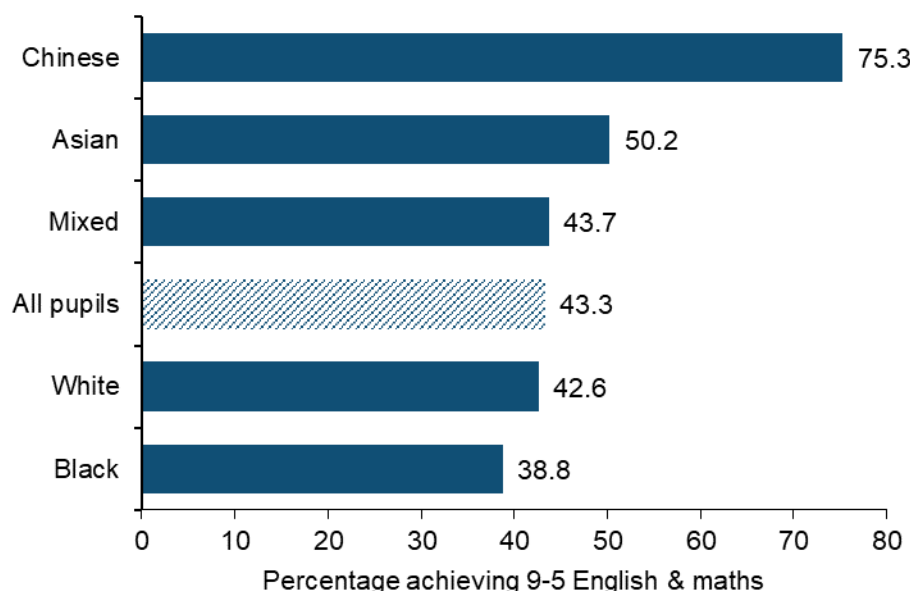
| | | White | Mixed | Asian | Black | Chinese |
|--|------|---------------------------|--------------------------|------------------------|------------------------|------------------------|
| End of key stage 4 cohort | | | | | | |
| | 2017 | 406,342 | 23,483 | 52,787 | 27,922 | 2,073 |
| | 2018 | 396,680 | 24,646 | 55,737 | 28,949 | 1,875 |
| Progress 8²¹ | | | | | | |
| | 2018 | -0.10 (-0.11 to -0.10) | -0.02 (-0.03 to 0.00) | 0.45 (0.44 to 0.46) | 0.12 (0.11 to 0.14) | 1.03 (0.97 to 1.09) |
| EBacc entry | | | | | | |
| | 2017 | 36.4% | 41.7% | 46.6% | 43.0% | 61.8% |
| | 2018 | 36.0% | 41.8% | 48.5% | 45.0% | 63.6% |
| Achieving English and mathematics (at grades 9-5) | | | | | | |
| | 2017 | 42.0% | 43.2% | 49.5% | 38.4% | 72.0% |
| | 2018 | 42.6% | 43.7% | 50.2% | 38.8% | 75.3% |
| Attainment 8 | | | | | | |
| | 2017 | 45.9 | 47.0 | 49.8 | 44.8 | 62.6 |
| | 2018 | 46.1 | 47.3 | 50.4 | 45.0 | 64.2 |
| EBacc average point score | | | | | | |
| | 2018 | 3.98 | 4.14 | 4.48 | 3.93 | 6.01 |

Source: Key stage 4 attainment data

²¹ The scale on which Progress 8 is measured is dependent on the overall performance of all schools in a given year. This means the scale can change from year to year and subsequently the meaning of a given score will change too. Therefore, it is not possible to compare Progress 8 scores between years and only one year is given in all tables.

In 2018, the average Attainment 8 scores across all major ethnic groups rose, with Chinese, mixed and Asian pupils achieving scores above the national average. Average Attainment 8 scores of white and black pupils both remained below the national average.

Figure 22: Percentage achieving 9-5 English & maths by major ethnic group
England, state-funded schools, 2018



In 2018, the proportion of pupils in each major ethnic group achieving a grade 9-5 in English and mathematics increased. White, mixed and black pupils saw increases in line with the national average (0.6, 0.5 and 0.4 percentage points respectively). Chinese pupils saw the largest increase (3.3 percentage points) with 75.3% of pupils achieving a grade 9-5 in English and mathematics in 2018. They continue to outperform all other major ethnic groups across all measures.

Within the more detailed ethnic groupings, behind Chinese pupils, pupils from an Indian background are the highest performing group in key stage 4 headline measures. Gypsy/Roma pupils and traveller of Irish heritage pupils are the lowest performing groups. To view more details of attainment for minor ethnic groups please see the pupil characteristics tables that accompany this release.

Ethnicity and free school meal eligibility (Table CH1, CH2a, CH2b)

Attainment varies for key groups within the major ethnic groups. White pupils who are eligible for free school meal (FSM) have significantly lower attainment compared to pupils from other backgrounds who are eligible for FSM. For more details of ethnicity (major and minor groups) by FSM please see Table CH2a that accompanies this release.

Gender

As in previous years, girls continued to do better than boys across all headline measures in 2018 including the new EBacc average point score measure, where girls achieved a score of 4.29 compared to boys who achieved a score of 3.80.

Table 16: Attainment 8 and Progress 8 by gender

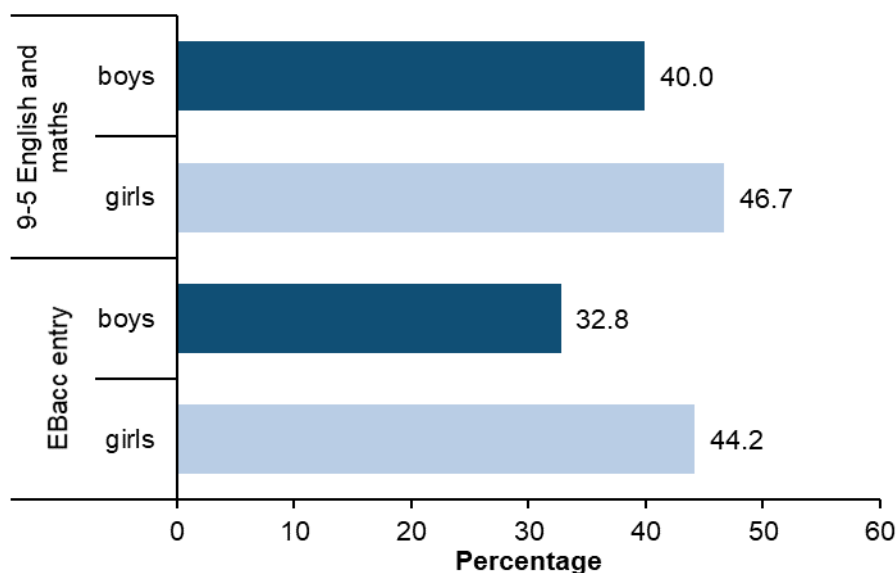
England, state-funded schools, 2018

| | Average Attainment 8 score | Average Progress 8 score | <i>Progress 8 lower confidence interval</i> | <i>Progress 8 upper confidence interval</i> |
|-------|----------------------------------|--------------------------------|---|---|
| Boys | 43.8 | -0.25 | -0.26 | -0.25 |
| Girls | 49.3 | 0.22 | 0.21 | 0.22 |

Source: Key stage 4 revised attainment data

Figure 23: Performance in threshold measures by gender

England, state-funded schools, 2018



Source: Key stage 4 revised attainment data

8. Floor standards

The 2018 floor standard is the same as in 2017. A school is below the floor if:

1. its Progress 8 score is below -0.5; and
2. the upper band of the 95% confidence interval is below zero

Schools are also excluded from the floor standards where:

- there are fewer than six pupils in the year 11 cohort, or included in the Progress 8 measure; or
- fewer than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculation of Progress 8

Floor standards do not apply to special schools, independent schools, pupil referral units, alternative provision, hospital schools, and from 2018 also do not apply to UTCs, FE colleges with 14-16 provision and studio schools.

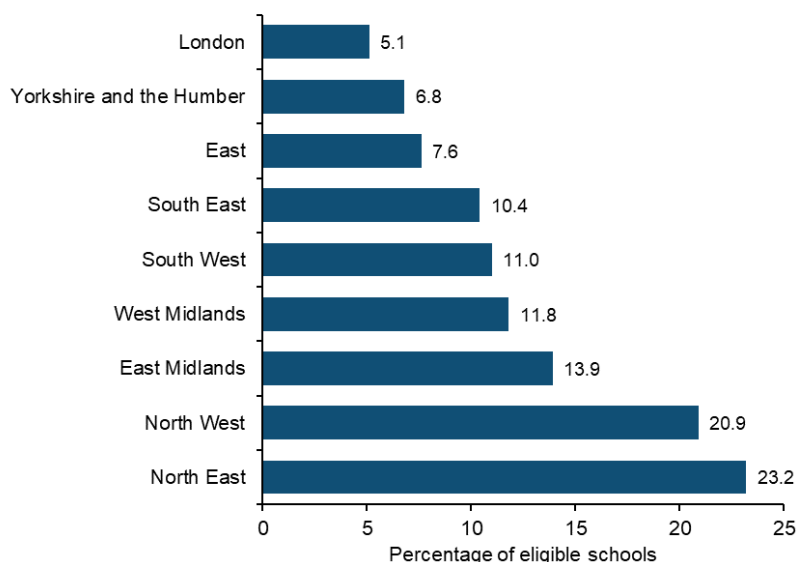
346 schools were below the 2018 secondary floor standard. This equates to 11.6% of eligible state-funded mainstream schools included in the calculation. This compared to 365 schools in 2017 (12.0% of eligible schools). However, this year the floor standards do not apply to any UTCs, FE colleges with 14-16 provision or studio schools, so these figures are not directly comparable to the results from 2017.²²

Closed schools, including those which closed during the 2017/18 academic year and re-opened as a different type of school (for example, a sponsored academy), are excluded from the floor standards.

The breakdown of schools below the floor by region is shown in figure 24 below. There is considerable variation in the percentage of schools below the floor standard in different regions. In 2018 London had the lowest proportion of schools below the floor, with 5.1%, and North East the highest, with 23.2%. This is consistent with 2017.

Figure 24: Percentage of schools below the floor by region

England, state-funded schools assessed against the floor standard, 2018



Source: Key stage 4 revised attainment data

A number of factors may have contributed to the relative increase²³ in the number of schools below the floor standard, including changes to the point scores in an additional 20 reformed GCSE subjects, and changes to the list of approved qualifications that count in the school performance²⁴ tables. The combined impact of these

²² If we excluded these schools from 2017 measure, we would have had 309 schools below floor (10.4% of eligible schools)

²³ If we compare the 346 schools below the floor in 2018, to the equivalent figure (309 schools) for 2017 - excluding UTCs, studio schools and FE colleges

²⁴ <https://www.gov.uk/government/publications/2018-performance-tables-technical-and-vocational-qualifications>

changes was that in 2018 there was a greater spread of Progress 8 scores relative to 2017, leading to a greater number of schools below the floor standard threshold, under the 2018 definition.

9. Coasting schools

The Education and Adoption Act 2016 (the Act) allowed the Secretary of State to identify and support coasting schools for the first time. The Department consulted on a coasting definition in autumn 2015 and the Act received Royal Assent in March 2016. On 20 October 2016, the Secretary of State laid draft regulations in Parliament setting out the Department's proposed definition of a coasting school. These were formally approved by Parliament in December 2016 and came into force on 11 January 2017. This is the second year that the coasting definition has been published.

A school will fall within the coasting definition if data shows that over time, it has not supported its pupils to fulfil their potential. A secondary school will meet the coasting definition if:

In 2016, 2017 and 2018 the school has a Progress 8 score below -0.25 and the upper band of the 95% confidence interval is below zero.

Schools will be excluded from the coasting definition if one of the following applies in at least one of the three years:

- the number of eligible pupils is fewer than 6 in any of the 3 years;
- the school does not have published results against all relevant performance measures;
- fewer than 50% of pupils have tests or assessments that can be used as prior attainment in the calculations of progress measures; or
- the school closed within the academic year and did not re-open as a converter academy

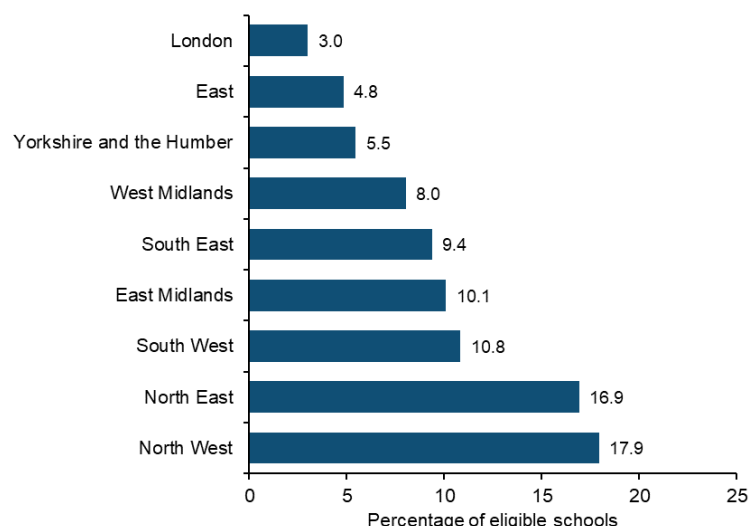
The coasting definition applies to all state-funded mainstream maintained schools and academies with the relevant key stage 4 data. From 2018 it does not apply to special schools, independent schools, pupil referral units, alternative provision, hospital schools, UTCs, FE colleges with 14-16 provision and studio schools

257 schools met the coasting definition in 2018. This equals 9.2% of state-funded mainstream schools included in the calculation. This compares to 271 schools in 2017 (9.6%). However, as with the floor standard these two figures are not comparable, due to the definition not applying to UTCs, FE colleges with 14-16 provision and studio schools this year.²⁵ The breakdown of schools meeting the coasting definition by region is shown in figure 25 below. There is considerable variation in the percentage of schools meeting the coasting definition in different regions. London had the lowest proportion of schools meeting the definition, with 3.0% in 2018, and the North West the highest, with 17.9%.

161 of the 257 schools meeting the coasting definition in 2018 were also below the floor standard.

²⁵ If we were to exclude these schools within 2017 coasting definition, 249 schools (8.9% of eligible schools) would have met the coasting definition.

Figure 25: Percentage of schools meeting the coasting definition by region
England, eligible state-funded mainstream schools, 2018



Source: Key stage 4 revised attainment data

10. Attainment by school type (Tables 2a, 2d, 2e, 2f)

Schools in England can be divided into state-funded and independent schools. Independent schools are funded by fees paid by attendees. State-funded and independent schools are considered separately, because the department holds state-funded schools²⁶ accountable for their performance.

State-funded mainstream schools:

Schools can be split into groups according to their governance. Further information on the different school types can be found in the quality and methodology document accompanying this release.

Attainment 8 and Progress 8 scores by school type are shown in table 17.

Table 17: Attainment 8 and Progress 8 by school type
England, state-funded mainstream schools, 2018

| | Number of schools | Number of pupils at end of key stage 4 | Average Attainment 8 score | Average Progress 8 score | Progress 8 lower confidence interval | Progress 8 upper confidence interval |
|--|-------------------|--|----------------------------|--------------------------|--------------------------------------|--------------------------------------|
| Local authority maintained mainstream schools | 930 | 151,242 | 46.5 | -0.03 | -0.04 | -0.02 |
| Academies and free schools | 2,223 | 360,345 | 47.9 | 0.03 | 0.03 | 0.03 |
| <i>Sponsored academies</i> | 643 | 92,197 | 41.7 | -0.19 | -0.20 | -0.18 |
| <i>Converter academies</i> | 1,431 | 258,093 | 50.2 | 0.11 | 0.11 | 0.12 |
| <i>Free schools</i> | 77 | 6,037 | 48.9 | 0.24 | 0.20 | 0.27 |
| <i>University technical colleges</i> | 44 | 2,957 | 38.2 | -0.80 | -0.85 | -0.76 |
| <i>Studio schools</i> | 28 | 1,061 | 36.3 | -0.62 | -0.70 | -0.55 |
| Further education colleges | 19 | 1,209 | 18.0 | -1.88 | -1.96 | -1.80 |
| All state-funded mainstream schools | 3,175 | 513,356 | 47.4 | 0.01 | 0.01 | 0.01 |

Source: Key stage 4 revised attainment data

Looking at the attainment of academies and free schools as a single group masks important variation between the different types of schools within this group. Tables that show the performance of converter

²⁶ State-funded schools also include further education colleges with 14-16 provision

and sponsored academies by length of time opening are now published as a table accompanying this release (Table 2f).

Academies (Tables 2d, 2e & 2f)

Converter academies have on average higher attainment across the headline measures than the average for state-funded schools. This may be explained by the fact that these were already high performing schools that chose to convert to academies.

The converse may be true of sponsored academies, which perform below the average for state-funded schools, as these are schools that were already low performing before their conversion to academy status.

Change in performance by school type over time

For detailed information on the issues associated with comparing academy performance over time, please see the quality and methodology document. In order to compare performance of academies over time, the measures selected to compare them need to be comparable. Therefore in 2018 we have used; the percentage of pupils achieving a grade 4/C or above in English and mathematics, and the percentage of pupils entering the EBacc. EBacc achievement at grade 4/C can be found in the national tables that accompany this release.

Achievement in English and maths

Between 2017 and 2018 there was an increase in attainment of grade 4/C and above in English and maths in sponsored academies, with a small rise of 0.2 percentage points to 54.3%. There was a marginal fall of 0.2 percentage points for converter academies (to 70.7%). Over the same period, attainment in LA maintained mainstream schools increased from 63.2% to 64.0% (an increase of 0.8 percentage points).

Entry and achievement in EBacc

Between 2017 and 2018 entry into the EBacc remained stable for sponsored academies, with an increase of 0.1 percentage points to 30.1%. EBacc entry fell marginally for converter academies by 0.3 percentage points (from 44.2% to 43.8%). Over the same period, EBacc entry in local authority maintained schools increased by 0.2 percentage points to 37.0%.

Between 2017 and 2018 there was a decrease in the percentage of pupils achieving the EBacc at grade 4 or C or above in sponsored academies, with a slight drop of 0.2 percentage points to 14.5%. There was a slight rise of 0.1 percentage points for converter academies to 29.5%. Over the same period, the percentage of pupils achieving the EBacc at grade 4 or C or above in LA maintained mainstream schools increased from 22.3% in 2017 to 22.6% in 2018, a rise of 0.3 percentage points.

Performance by pupil characteristics in academies

Table 18 shows results for pupils in academies and local authority maintained schools that were open in both 2017 and 2018. The same group of schools is compared with no changes to the composition of the groups. In both years, pupils in converter academies were more likely to achieve passes in English and maths than those in local authority maintained schools, while pupils in sponsored academies were less likely to achieve this. This was also true across all pupil groups presented in the tables. Patterns in attainment of pupils with different characteristics were similar across school types and years.

In sponsored academies the percentage of FSM pupils achieving a grade 4 in English and maths increased slightly by 0.7 percentage points. In converter and LA maintained schools, where performance of FSM pupils is higher, there was a fall in the proportion of FSM pupils achieving a pass at grade 4 in 2018 (a fall of 1.4 percentage points in LA maintained schools, and 0.4 percentage points in converter academies). The pattern is similar for disadvantaged pupils.

Pupils with SEN saw a small increase across both academy types and LA maintained schools. The largest increase was in converter academies with a rise of 1.2 percentage points.

Table 18: Percentage of pupils achieving grade 4 and above in English and maths by school type and pupil characteristics

England, 2017-2018

| | Mainstream sponsored academies with results in 2017 and 2018 | | Mainstream converter academies with results in 2017 and 2018 | | LA maintained mainstream schools with results in 2017 and 2018 | | All state-funded mainstream schools with results in 2017 and 2018 | |
|---|--|---------|--|---------|--|---------|---|---------|
| | 2016/17 | 2017/18 | 2016/17 | 2017/18 | 2016/17 | 2017/18 | 2016/17 | 2017/18 |
| All pupils | 54.1 | 54.8 | 70.9 | 71.1 | 64.0 | 64.0 | 65.6 | 65.8 |
| Pupils eligible for free school meals (FSM) | 38.4 | 39.1 | 46.3 | 45.9 | 43.9 | 42.4 | 43.2 | 42.8 |
| All other non-FSM pupils | 58.1 | 58.6 | 73.3 | 73.5 | 67.1 | 67.3 | 68.8 | 69.0 |
| Disadvantaged pupils | 41.8 | 42.5 | 50.2 | 49.9 | 46.7 | 46.3 | 46.8 | 46.8 |
| All other non-disadvantaged pupils | 62.1 | 62.7 | 76.2 | 76.5 | 70.8 | 71.0 | 72.3 | 72.5 |
| Asian | 61.9 | 62.5 | 75.9 | 77.0 | 66.8 | 66.3 | 70.3 | 70.8 |
| Black | 56.7 | 57.7 | 66.0 | 66.4 | 60.1 | 58.8 | 61.5 | 61.4 |
| Chinese | 75.7 | 85.2 | 89.6 | 91.0 | 81.5 | 83.9 | 85.3 | 88.4 |
| Mixed | 55.7 | 56.6 | 71.2 | 71.6 | 62.5 | 62.7 | 65.4 | 65.9 |
| White | 52.6 | 53.2 | 70.5 | 70.6 | 63.9 | 64.2 | 65.4 | 65.6 |
| Any other ethnic group | 57.3 | 57.5 | 68.8 | 68.2 | 64.7 | 60.6 | 64.7 | 63.1 |
| Unclassified | 51.0 | 51.4 | 66.8 | 66.3 | 62.2 | 64.1 | 54.6 | 54.8 |
| No identified SEN | 59.6 | 60.3 | 75.6 | 75.7 | 69.2 | 69.1 | 70.9 | 71.0 |
| All SEN pupils | 22.0 | 22.6 | 33.6 | 34.8 | 27.4 | 28.3 | 29.3 | 30.2 |
| SEN support | 23.0 | 23.7 | 35.4 | 36.8 | 28.9 | 29.7 | 30.8 | 31.9 |
| SEN with a statement or EHC plan | 15.3 | 15.9 | 24.0 | 23.4 | 19.2 | 20.3 | 20.9 | 20.9 |

Source: Key stage 4 revised attainment data

1. State-funded mainstream schools include academies and free schools but exclude state-funded special schools, independent schools, independent special schools, non-maintained special schools, hospital schools, special academies and pupil referral units.
2. Each year, the number of state-funded schools in England remains relatively stable. However the number of schools within an individual school type group can vary, most commonly due to local authority maintained schools closing to become academies. Because of this, it is not appropriate to make comparisons of the results published in statistical releases across successive years.
3. Only includes schools with results for both 2017 and 2018. In all cases, the school type relates to the 2018 school type. Results for 2017 refer to the results schools of a given type in 2018 obtained in 2017, with results of predecessor schools used where applicable in 2017.

Free schools, UTCs and studio schools

The number of free schools included in these statistics represents less than half of all open free schools (secondary and all through). This group will continue to grow each year as more free schools begin to have pupils at the end of KS4. In 2018, pupils in free schools made more progress on average than pupils in other types of state-funded schools, with a Progress 8 score 0.24, significantly above the national average.

Pupils typically start UTCs and studio schools at the start of key stage 4 (year 10), rather than at the end of key stage 2 as is the case for most secondary schools. Progress 8 measures a pupil's academic progress during key stages 3 and 4. At the end of key stage 4, pupils in UTCs and studio schools will have typically only attended these schools for two out of the five years since the end of key stage 2. This should be taken into account when comparing this type of schools' results with those schools that start educating their pupils from the beginning of key stage 3 (year 7).

Further education colleges

Since September 2013, general further education colleges and sixth-form colleges have been able to directly enrol 14 to 16 year-olds. The number of FE colleges offering 14-16 provision with year 11 pupils is too small to allow robust conclusions to be drawn about their performance²⁷. Pupils typically start further education colleges with 14-16 provision at the start of key stage 4 (year 10) rather than at the end of key stage 2 as is the case for most secondary schools.

²⁷ There are 19 further education colleges with 14-16 provision with results in 2018

Like UTCs and studio schools, further education colleges with 14-16 provision have pupils enrolling at the start of key stage 4 (year 10). This means pupils will only attend these FE colleges for two out of the five years since the end of key stage 2. This should be taken into account when comparing their results with those for schools that start educating their pupils from the beginning of key stage 3 (year 7).

11. Multi-Academy Trust performance measures (MATs Tables 1-3)

This section compares Multi-Academy Trust (MAT) figures to the national average. Non-mainstream state-funded schools such as special schools, pupil referral units and alternative provision facilities do not meet the criteria for inclusion in the MAT performance measures. MAT performance is therefore compared to the national average for all state-funded mainstream schools, which excludes these school types.

Figures for MATs include eligible MATs and eligible schools only. Some schools are in a MAT but are not eligible for inclusion. These are excluded from the MATs figures but included in the national average.²⁸

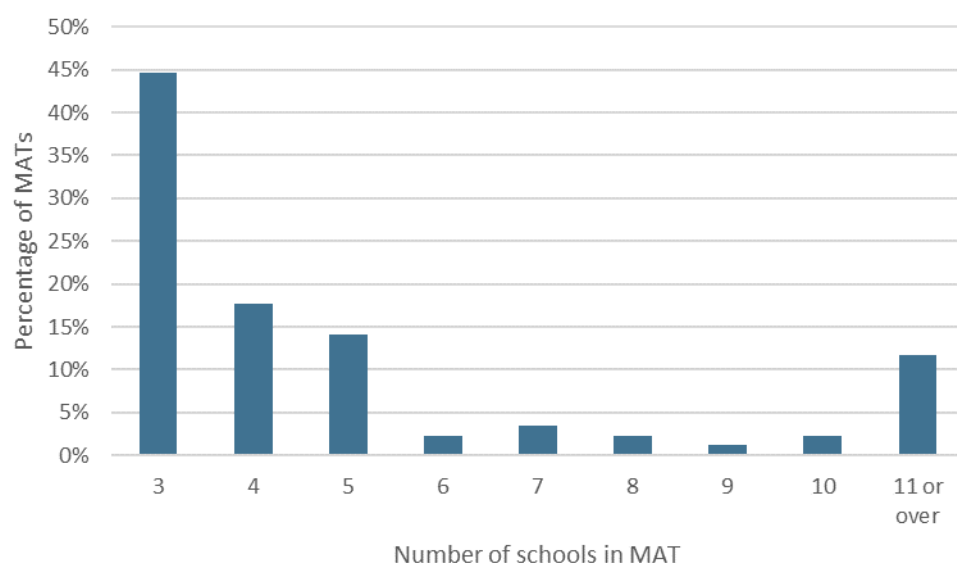
Academies and multi-academies trusts

Academies are state schools directly funded by the government. Each one is part of an academy trust. Trusts can be single academy trusts responsible for one academy or Multi-Academy Trusts (MATs) responsible for a group of academies. An academy sponsor may oversee a number of MATs. The statistics in this release report at the highest level of accountability. Where an academy sponsor oversees a number of Multi-Academy Trusts, results are presented under the sponsor rather than the individual constituent MATs.

The number of eligible MATs included in the key stage 4 measures increased from 62 in 2017 to 85 in 2018. This is an increase from 384 to 494 schools, and from 54,356 to 69,169 pupils. This represented 13.6% of the 2018 state-funded mainstream key stage 4 pupil cohort. That figure rises to 20.8% of the state-funded mainstream pupil cohort (a total of 106,616 pupils) when MATs and academies that are not currently eligible for inclusion in the performance measures are included.

The chart below shows the percentage of MATs by the size of the MAT, for the MATs and schools included in the performance data in this release. 44.7% of eligible MATs had three eligible schools in 2018.

Figure 26: Percentage of eligible MATs by size in key stage 4 2018 MATs performance data
England 2018



Source: Key stage 4 revised attainment data

²⁸ MAT national figures are derived from pupil level data, not school level data, in line with the approach used to calculate national comparison figures used in the school performance tables and elsewhere in this release. This means that no weighting has been applied in the MAT national figures, as the weights used to derive MAT level figures are school level weights, not pupil level.

Table 19 shows the distribution of the schools included in the MAT measures by school type, showing a lower proportion of converter academies (typically previously high performing schools) than sponsor led academies (typically previously poor performing schools). This was slightly different to 2017 when the proportion of sponsor led academies was higher.

Table 19: Schools in key stage 4 MATs measures by type
England 2017 and 2018

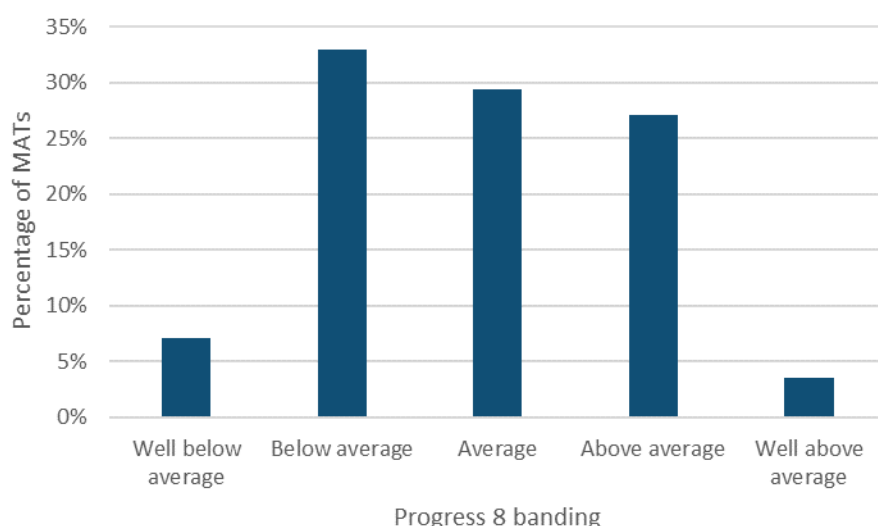
| School Type | 2018 | | 2017 | |
|----------------------------------|---------|------------|---------|------------|
| | Schools | | Schools | |
| | Number | Percentage | Number | Percentage |
| Converter academies | 128 | 25.90% | 81 | 21.10% |
| Sponsor led academies | 323 | 65.40% | 282 | 73.40% |
| Free schools/UTCs/Studio schools | 43 | 8.70% | 21 | 5.50% |

Source: Key stage 4 revised attainment data

Overall MAT performance in 2018, Progress 8

Figure 27 summarises the bandings for MATs in Progress 8. Bandings for MATs have been aligned this year to the methodology used to produce the school level progress bandings, reported in the school performance tables. They are calculated based on the overall Progress 8 score for the MAT and the associated confidence intervals.^{29,30}

Figure 27: Progress 8 bandings of MATs
England 2018



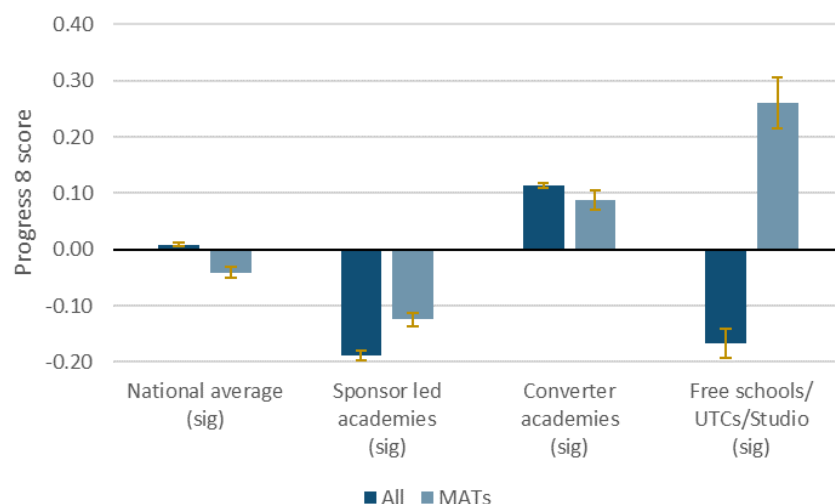
Source: Key stage 4 revised attainment data

In 2018, 27.1% of MATs had Progress 8 scores above the national average and 3.5% were well above average. 32.9% of MATs were below the national average and 7.1% well below average. The remaining 29.4% were not above or below the national average by a statistically significant amount. Figure 28 compares national performance in MATs with the national average for state-funded mainstream schools, and the difference by school type. The national average for state-funded mainstream schools includes school types that are not eligible to be in MATs. Pupils in MATs had an average Progress 8 score of -0.04, compared to 0.01 nationally.

²⁹ More information on how progress bandings is calculated is available on the secondary school accountability page. <https://www.gov.uk/government/publications/progress-8-school-performance-measure>

³⁰ This year's MATs bandings are not comparable to previous years, which were produced using a different methodology. A back series has not been created as the thresholds used to calculate key stage 4 bandings differ each year and are calculated using a different cohort, which means bandings are not comparable between years.

Figure 28: Progress scores in MATs compared with national average³¹
 England, 2018, eligible MATs and state-funded mainstream schools



Source: Key stage 4 revised attainment data

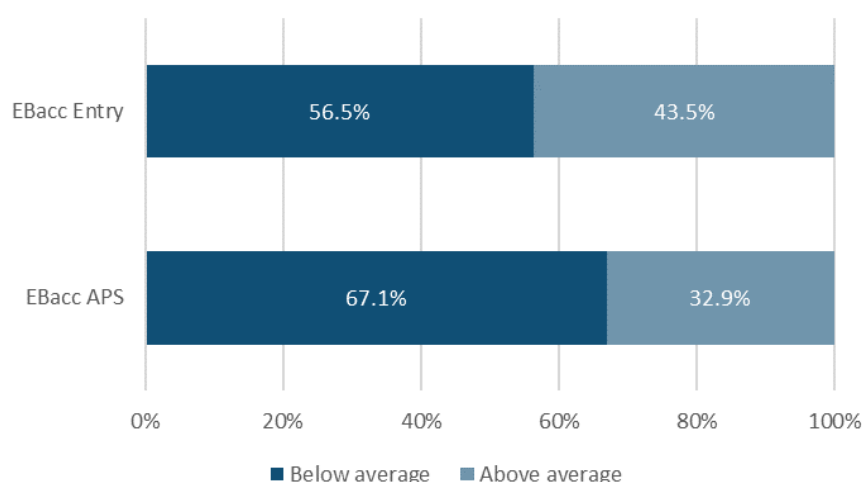
The average Progress 8 score in sponsor led academies in MATs was below the national average for all mainstream schools, but above the national average for sponsor led academies. The average Progress 8 score in converter academies in MATs, and in free schools, University Technology Colleges (UTCs) or studio schools in MATs, was above the national average for all mainstream schools.

The national average in MATs for Progress 8 is mainly lower than the average for all mainstream schools because of different proportions of sponsor led and converter academies. In MATs, sponsor led academies made up 64% of pupils included in Progress 8 and converter academies 31%. In comparison, nationally pupils in sponsor led and converter academies made up 18% and 51% of pupils in Progress 8 respectively.

Overall MAT performance in 2018, EBacc entry and EBacc average point score (APS)

Figure 29 shows the entry rate in EBacc is lower in MATs compared to the national average – in 2018 43.5% of MATs had an entry rate higher than the national average of 39.1%. In 2017, 32.3% of MATs had an entry rate higher than the national average of 38.9%. Changes between years are caused by changes in which academies are included in the MATs measures as well as changes in underlying performance. The EBacc average point score is also lower in MATs – 32.9% of MATs had an APS higher than the national average.

Figure 29: EBacc entry and EBacc average point score of all pupils at MAT level
 England 2018

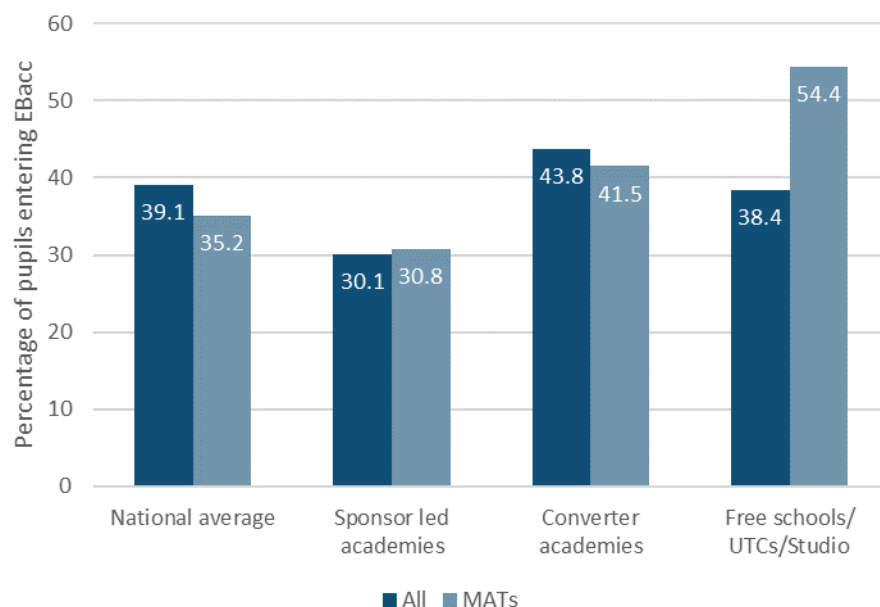


Source: Key stage 4 revised attainment data

³¹ Confidence intervals are shown in orange on each bar for Progress 8 charts. Non-overlapping intervals indicate differences are statistically significant, and these are marked as (sig) in category labels.

Figure 30 compares the EBacc entry rate in MATs with the national average for state-funded mainstream schools, and the difference by school type. The national average for state-funded mainstream schools includes school types that are not eligible to be in MATs. The EBacc entry rate for MATs was 35.2%, compared to 39.1% nationally. The entry rate was slightly higher in sponsor led academies in MATs than nationally but in converter academies the rate was 2.3 percentage points lower. In free schools, UTCs or studio schools, the EBacc entry rate was 16.0 percentage points higher in MATs than nationally.

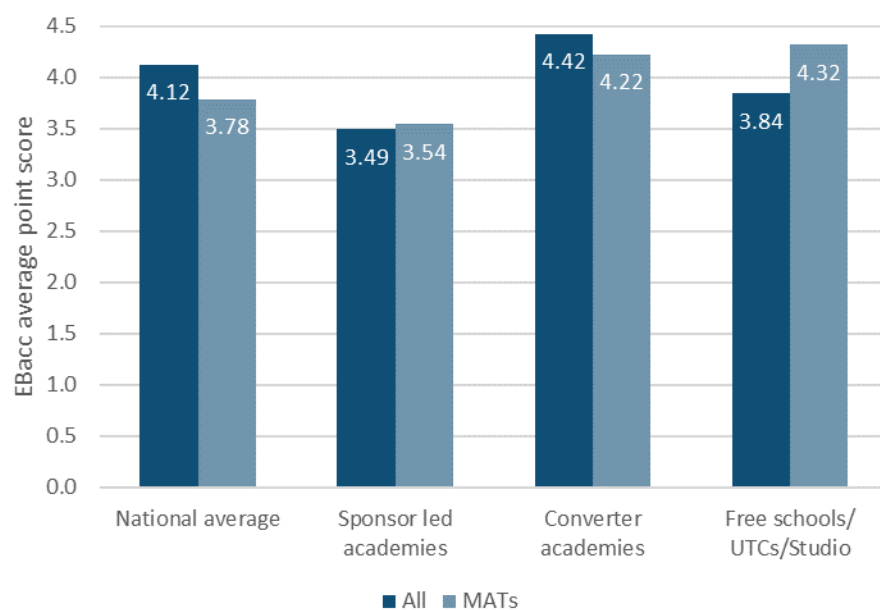
Figure 30: Percentage of pupils entering EBacc in MATs compared with national average
England, 2018, eligible MATs and state-funded mainstream schools



Source: Key stage 4 revised attainment data

The EBacc APS for MATs was 3.78, compared to 4.12 nationally. In sponsor led academies, the EBacc APS was slightly higher in MATs than nationally. In free schools, UTCs or studio schools, the score was 0.5 points higher. In converter academies, the score was 0.2 points lower.

Figure 31: EBacc average point score in MATs compared with national average
England, 2018, eligible MATs and state-funded mainstream schools



Source: Key stage 4 revised attainment data

Variation in performance of MATs in Progress 8, EBacc entry and EBacc average point score

Figure A1 in Annex A shows the variation in Progress 8 by MAT in 2018. This annex is linked from the [release page](#). Values in Progress 8 at MATs level ranged from 1.42 to -0.83. This was a smaller range than for all state-funded mainstream schools (1.90 to -3.23) and is likely to be as a result of the larger cohort sizes in MATs compared to schools.

Figures A2 and A3 in Annex A show the variation in EBacc entry and EBacc average point score by MAT. EBacc entry varied at MATs level from 94.8% to 7.2%. This was a slightly smaller range than for all state-funded mainstream schools (100% to 0%). The EBacc APS at MATs level varied from 5.76 to 2.88. This was also a smaller range than for all state-funded mainstream schools (8.57 to 0.00).

Performance of MATs by pupil characteristics

Table 20 shows that in 2018 the percentage of pupils that were disadvantaged, have special educational needs (SEN) or have English as an additional language (EAL) were higher in MATs (eligible MATs and schools only) than the national average, and their prior attainment at key stage 2 was slightly lower.

Table 20: Characteristics of pupils in eligible key stage 4 MATs compared with national average
England, 2018, eligible MATs and state-funded mainstream schools

| Characteristic | National | MATs |
|--------------------------------|----------|-------|
| Disadvantaged | 26.3% | 33.5% |
| Special educational needs | 12.3% | 13.8% |
| English as additional language | 16.6% | 18.0% |
| KS2 average point score | 27.1 | 26.5 |

Source: Key stage 4 revised attainment data

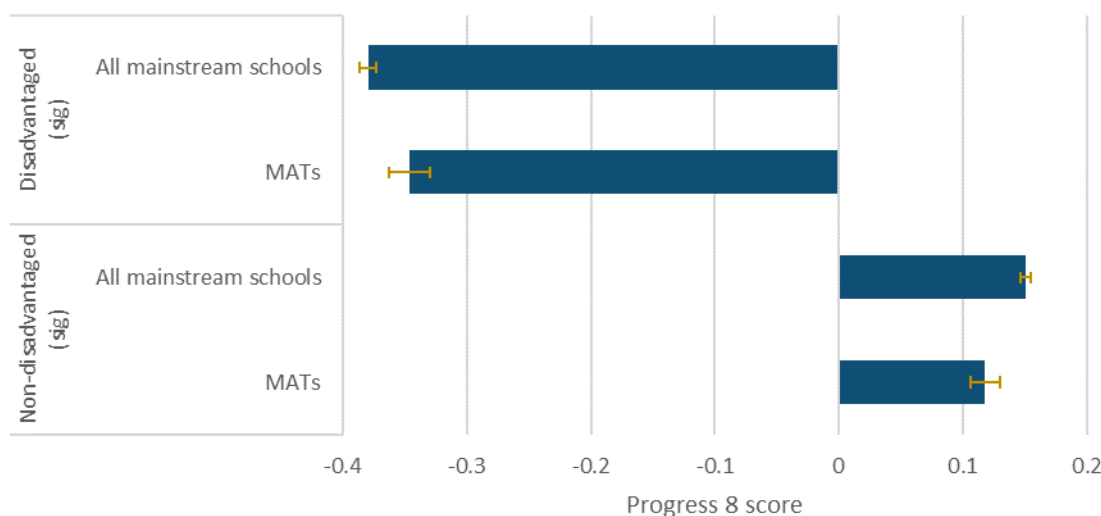
The analysis by characteristics described below shows that in 2018 disadvantaged and EAL pupils in MATs made more progress than the national average for disadvantaged and EAL pupils respectively. However, non-disadvantaged pupils, SEN and non-SEN pupils, pupils with English as a first language and high prior attainment pupils made less progress than the national average for their respective group.

EAL pupils in MATs had a higher EBacc entry rate than the national average for EAL pupils. Disadvantaged pupils, SEN pupils, and pupils with English as a first language had lower EBacc entry rates and EBacc APS than their respective national averages. Pupils with low prior attainment had a higher EBacc entry rate and a similar EBacc APS.

Progress 8 for disadvantaged pupils

The gap between disadvantaged and non-disadvantaged pupils was smaller in MATs for Progress 8 than the national average, although non-disadvantaged pupils made less progress in MATs than nationally.

Figure 32: Progress scores in MATs at key stage 4 compared with national average, by disadvantaged status
England, 2018, eligible MATs and state-funded mainstream schools

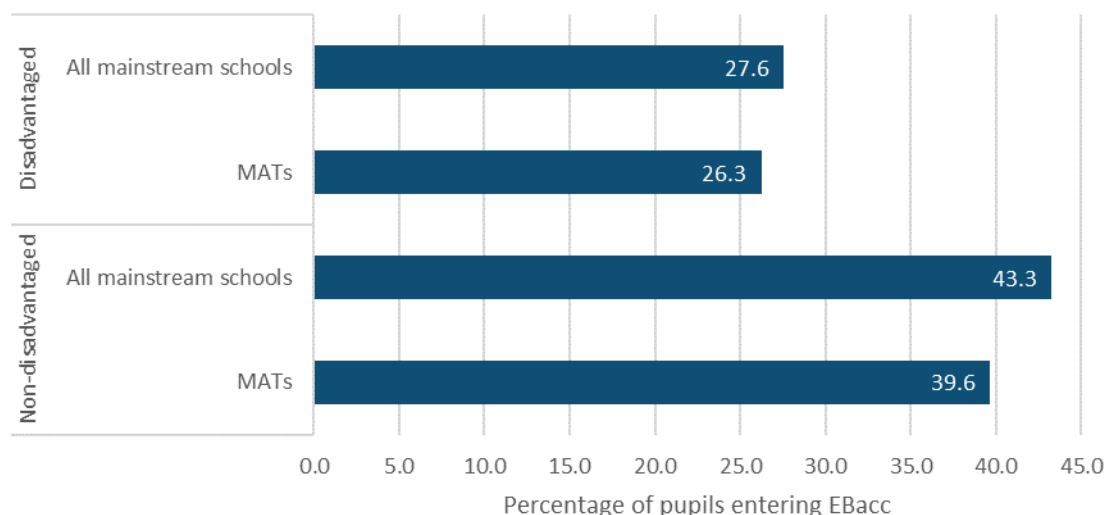


Source: Key stage 4 revised attainment data

EBacc entry and EBacc average point score for disadvantaged pupils

Disadvantaged and non-disadvantaged pupils in MATs had lower EBacc entry rates than the national average for disadvantaged and non-disadvantaged pupils respectively. The gap between pupils in MATs and national performance was smaller for disadvantaged pupils (1.3 percentage points) than for non-disadvantaged pupils (3.6 percentage points).

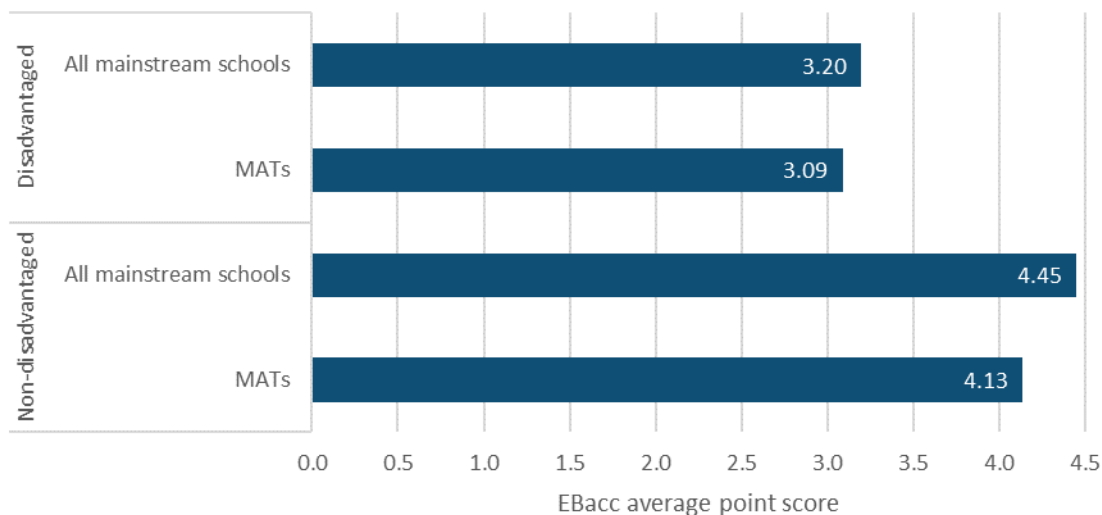
Figure 33: EBacc entry in MATs compared with national average, by disadvantaged status
England, 2018, eligible MATs and state-funded mainstream schools



Source: Key stage 4 revised attainment data

Disadvantaged and non-disadvantaged pupils in MATs also had slightly lower EBacc APS than their respective national averages. The gap between pupils in MATs and national performance was smaller for disadvantaged pupils (0.1 points) than for non-disadvantaged pupils (0.3 points).

Figure 34: EBacc APS in MATs compared with national average, by disadvantaged status
 England, 2018, eligible MATs and state-funded mainstream schools

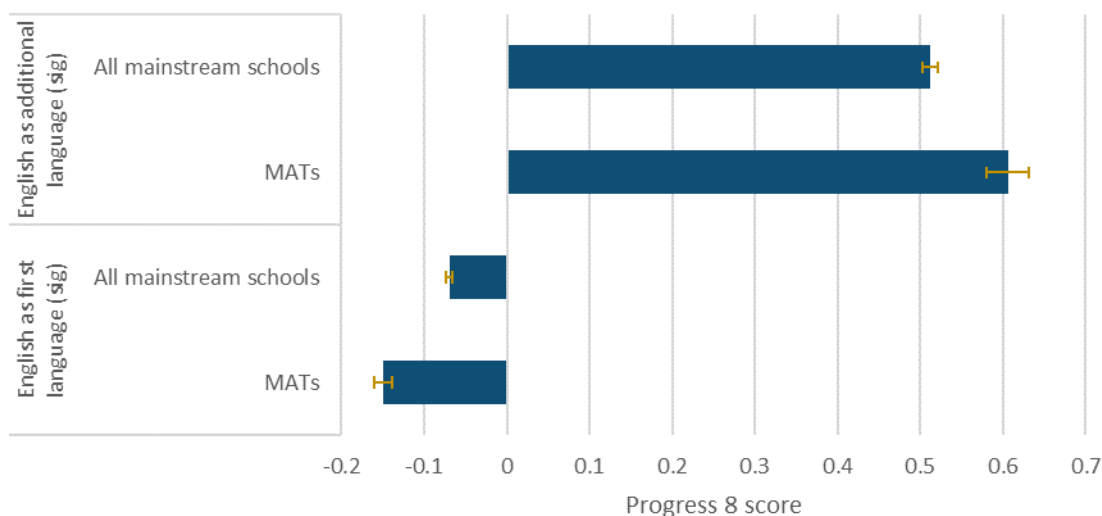


Source: Key stage 4 revised attainment data

Progress 8 for pupils with English as an additional language (EAL)

Pupils with EAL in MATs made more progress than the national average for EAL pupils, whereas pupils in MATs with English as a first language (EFL) made less progress. The gap between EAL and EFL pupils was larger in MATs than the national average.

Figure 35: Progress scores in MATs at key stage 4 compared with national average, by language status
 England, 2018, eligible MATs and state-funded mainstream schools

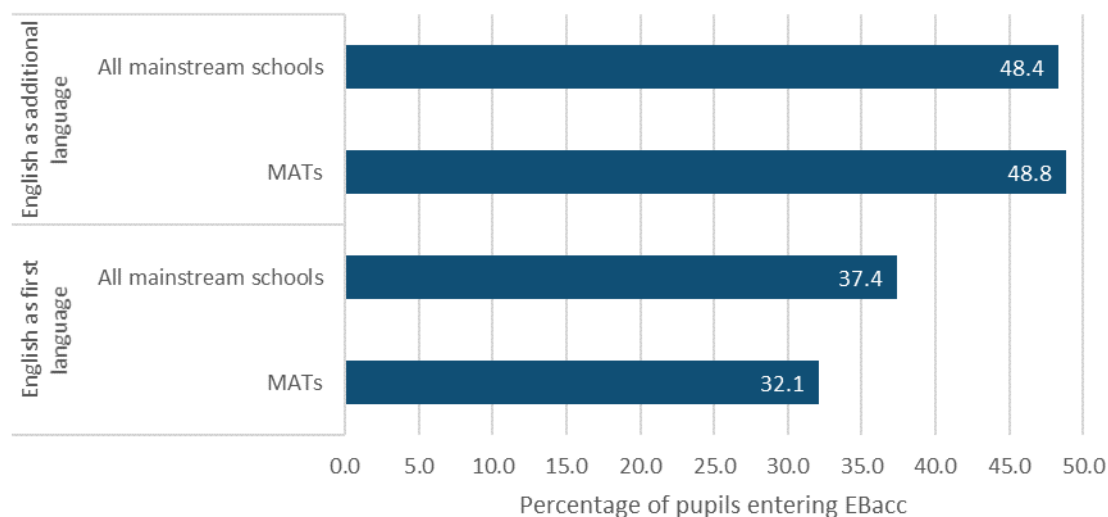


Source: Key stage 4 revised attainment data

EBacc entry and EBacc average point score for pupils with English as an additional language

In 2018 pupils with EAL in MATs had a higher EBacc entry rate than the national average for EAL pupils, whereas EFL pupils had a lower entry rate than the national average for EFL pupils. The gap between pupils in MATs and national performance was smaller for EAL pupils (0.5 percentage points) than EFL pupils (5.3 percentage points).

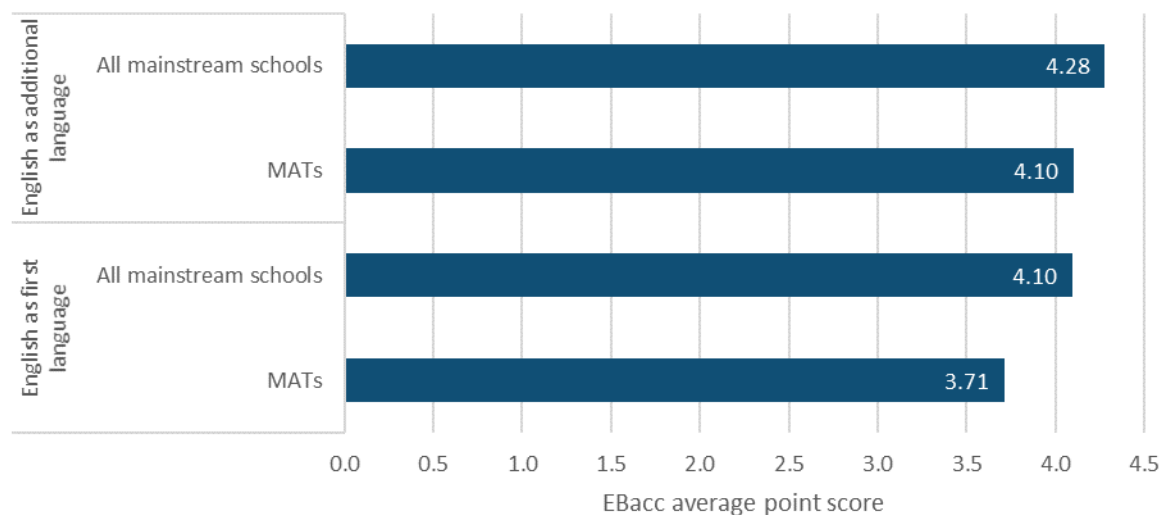
Figure 36: EBacc entry in MATs compared with national average, by language status
England, 2018, eligible MATs and state-funded mainstream schools



Source: Key stage 4 revised attainment data

Both EAL and EFL pupils had a lower EBacc APS than their respective national averages. The gap between pupils in MATs and national performance was smaller for EAL pupils (0.2 points) than EFL pupils (0.4 points).

Figure 37: EBacc APS in MATs compared with national average, by language status
England, 2018, eligible MATs and state-funded mainstream schools

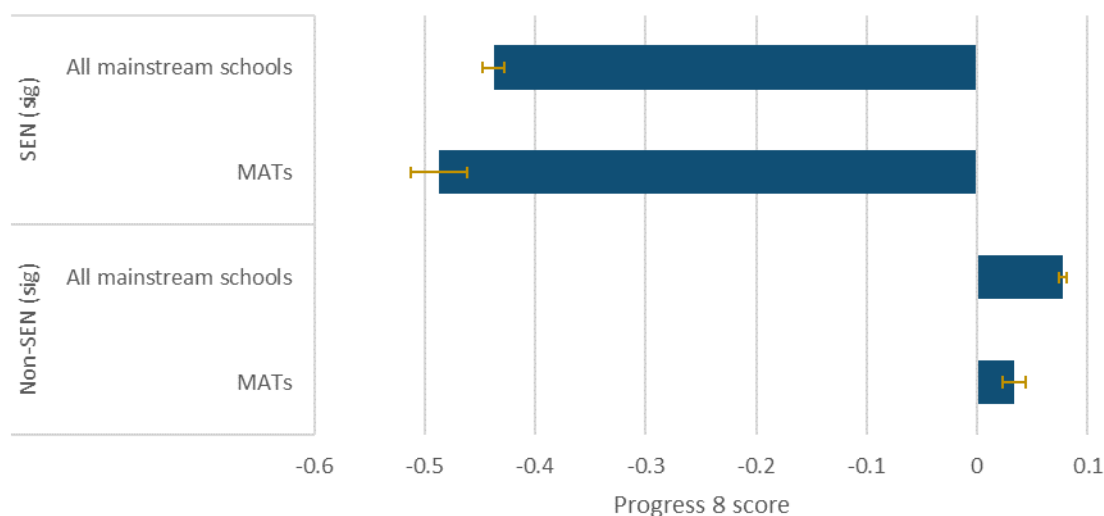


Source: Key stage 4 revised attainment data

Progress 8 for pupils with special educational needs (SEN)

Both SEN and non-SEN pupils in MATs made less progress than the national average for SEN and non-SEN pupils respectively. The gap between SEN and non-SEN pupils was similar in MATs to the gap nationally.

Figure 38: Progress scores in MATs at key stage 4 compared with national average, by SEN status
England, 2018, eligible MATs and state-funded mainstream schools

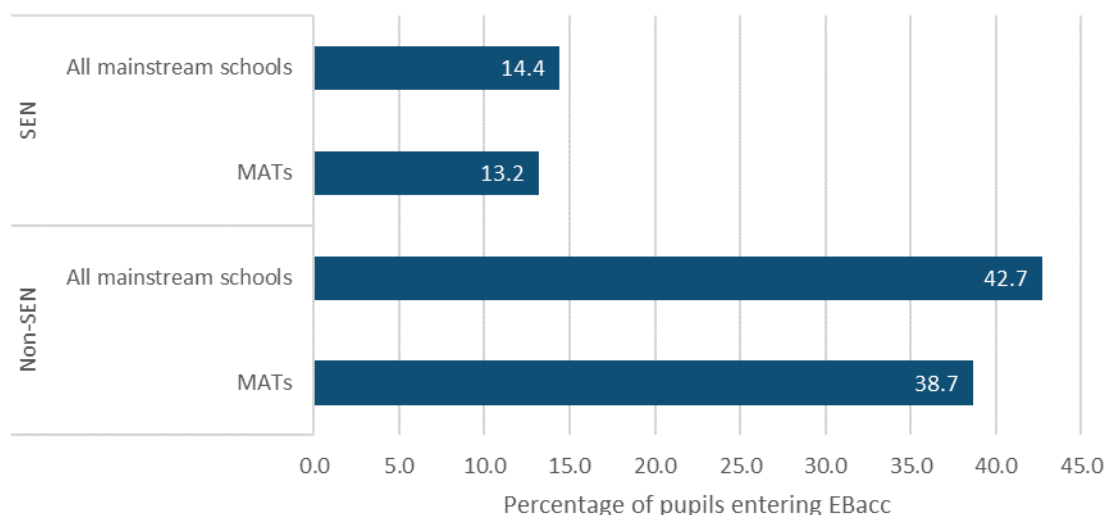


Source: Key stage 4 revised attainment data

EBacc entry and EBacc average point score for pupils with special educational needs (SEN)

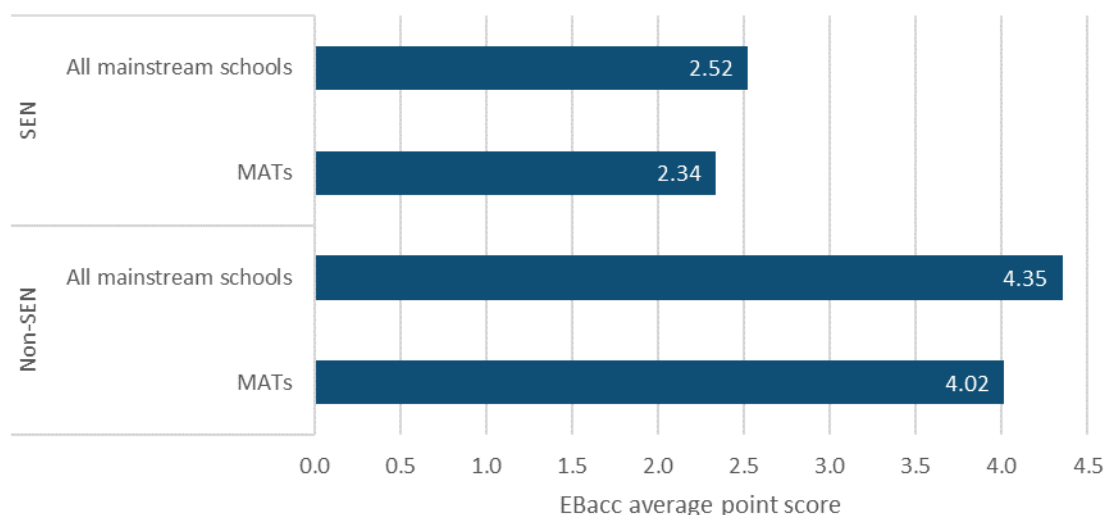
Both SEN and non-SEN pupils in MATs had lower EBacc entry rates and EBacc APS than the national average for SEN and non-SEN pupils respectively. The gap in the EBacc entry rate between pupils in MATs and national performance was smaller for SEN pupils (1.2 percentage points) than for non-SEN pupils (4.1 percentage points). Similarly, the gap in EBacc APS was smaller for SEN pupils (0.2 points) than non-SEN pupils (0.3 points).

Figure 39: EBacc entry in MATs compared with national average, by SEN status
England, 2018, eligible MATs and state-funded mainstream schools



Source: Key stage 4 revised attainment data

Figure 40: EBacc APS in MATs compared with national average, by SEN status
England, 2018, eligible MATs and state-funded mainstream schools

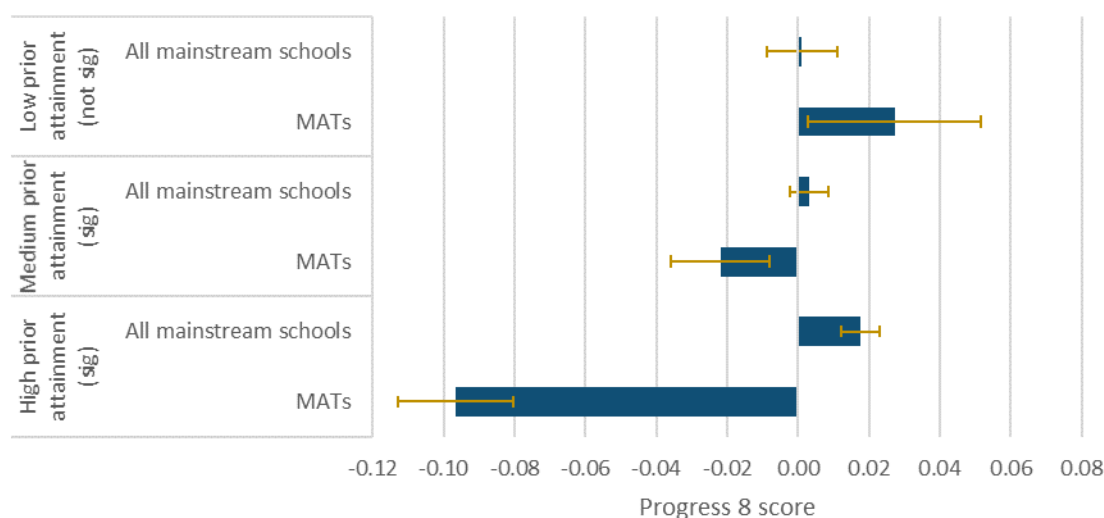


Source: Key stage 4 revised attainment data

Progress 8 by prior attainment at key stage 2

Prior attainment at key stage 2 is split into three groups: low, medium and high prior attainment.³² In 2018 the difference between progress in MATs and progress nationally for pupils with low prior attainment was not statistically significant. Pupils with high and medium prior attainment made less progress in MATs than nationally. The gap between pupils with low and high prior attainment was larger in MATs than nationally although the differences are very small. The biggest difference between performance in MATs and the national average was in the high prior attainment group (0.11).

Figure 41: Progress scores in MATs at key stage 4 compared with national average, by prior attainment group
England, 2018, eligible MATs and state-funded mainstream schools



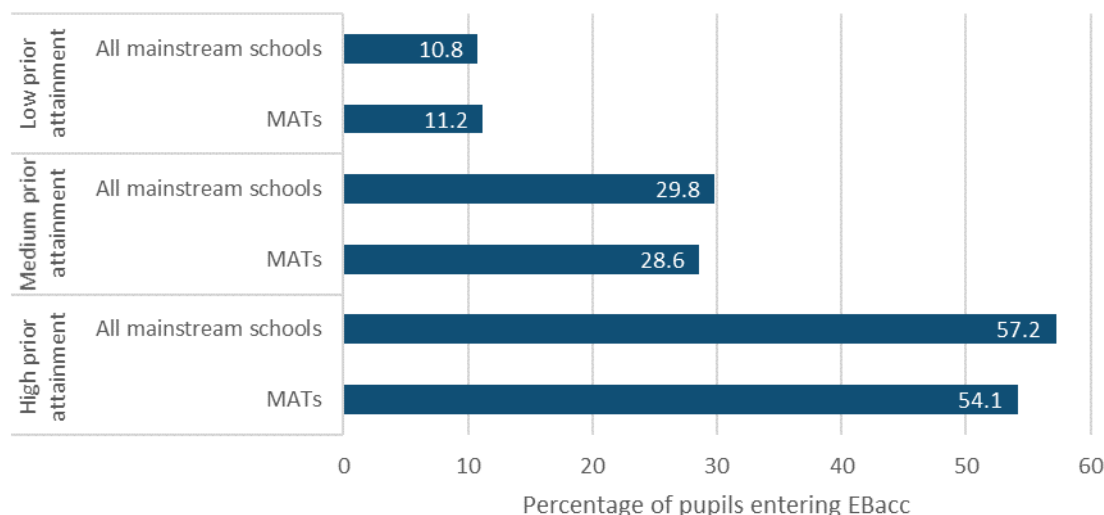
Source: Key stage 4 revised attainment data

³² Low prior attainment (pupils with an average point score at key stage 2 > 0 and < 24), medium prior attainment (average point score ≥24 and <30) and high prior attainment (≥30).

EBacc entry and EBacc average point score by prior attainment at key stage 2

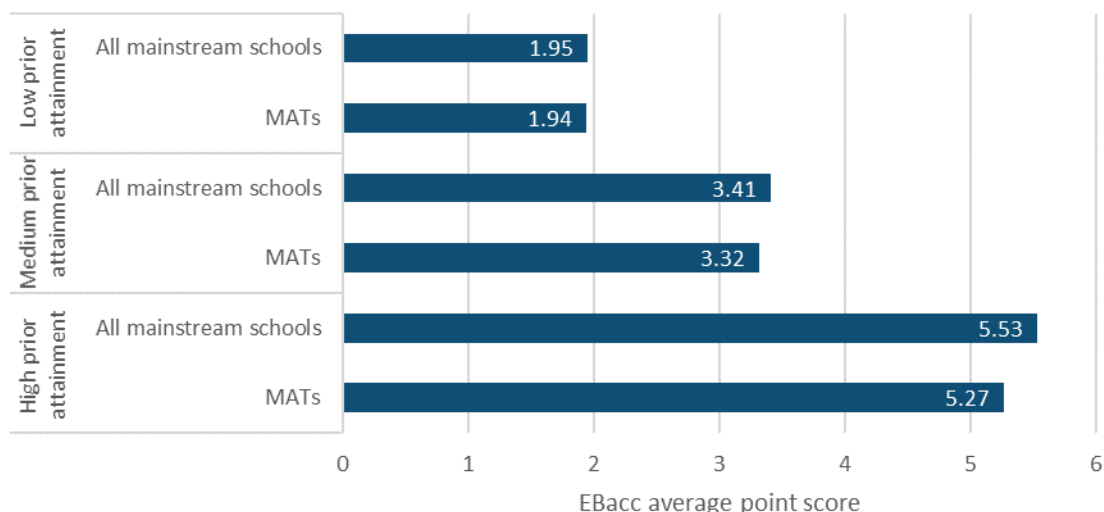
Pupils with low prior attainment in MATs had a higher entry rate than the national average for low prior attainment pupils, and they achieved a similar EBacc APS. Pupils with medium and high prior attainment in MATs had lower EBacc entry rates than the national average for medium and high prior attainment pupils respectively, and they achieved a lower EBacc APS. The gap in the EBacc entry rate between pupils in MATs and national performance was smallest in the low prior attainment group (0.4 percentage points) and largest in the high prior attainment group (3.1 percentage points). Similarly, the gap in EBacc APS was smallest in the low prior attainment group as there was no difference between MAT performance and national performance, and largest in the high prior attainment group (0.3 points).

Figure 42: EBacc entry in MATs compared with national average, by prior attainment group
England, 2018, eligible MATs and state-funded mainstream schools



Source: Key stage 4 revised attainment data

Figure 43: EBacc APS in MATs compared with national average, by prior attainment group
England, 2018, eligible MATs and state-funded mainstream schools



Source: Key stage 4 revised attainment data

Progress 8 by size of MAT and mix of academy types

There is no clear relationship between the number of pupils at the end of key stage 4 within each MAT and the performance of a MAT in Progress 8. Smaller MATs have more variation, whereas larger MATs are more likely to be close to the average.

The individual MATs are composed of different types of academies in varying proportions. The data suggests that there is no clear relationship between mix of school types within a MAT and their performance in Progress 8.

12. Attainment by local authority (Tables LA1)

As shown in table 21, revised performance by local authority varies considerably across headline measures.

Table 21: Minimum and maximum local authority performance in headline measures

England, state-funded schools, 2018

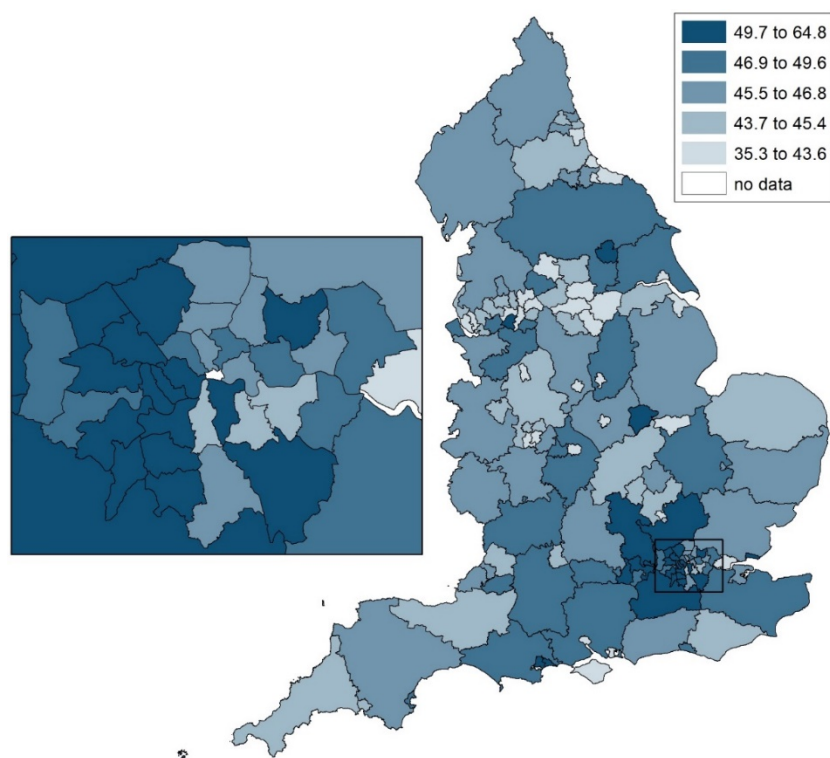
| | | Max | Min | Range |
|--|------|-------|-------|------------------------|
| EBacc entry | 2018 | 64.9% | 15.1% | 49.8 percentage points |
| Pass in English and mathematics (at grades 9-5) | 2018 | 64.2% | 21.0% | 43.2 percentage points |
| Attainment 8 | 2018 | 58.1 | 35.3 | 22.8 points |
| EBacc average point score | 2018 | 5.32 | 2.99 | 2.33 points |

Source: Key stage 4 revised attainment data

**Removed Isles of Scilly as this local authority has only one school recorded.

Figure 44: Average Attainment 8 score per pupil by local authority

England, 2018



Source: Key stage 4 revised attainment data

Revised data for average Attainment 8 score per pupil show that the highest performing local authorities are concentrated in London and the south. The majority of the lowest performing local authorities are located in the northern and midland regions. This is a similar pattern to recent years when compared against 2017 Attainment 8 scores.

13. Accompanying tables

The following tables are available in Excel format on the department's [statistics website](#):

National tables

- 1a Comparison over time in headline measures
- 1b (1) (2) The English Baccalaureate
- 1c Entry to specific subject groups
- 1d Average Attainment 8 scores for pupils at the end of key stage 4
- 2a GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by type of school and gender
- 2b GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by school admission basis and gender
- 2c GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by gender and religious character of school
- 2d GCSE and equivalent entries and achievements of pupils at the end of key stage 4 in sponsored academies by length of time open
- 2e GCSE and equivalent entries and achievements of pupils at the end of key stage 4 in converter academies by length of time open
- 2f GCSE and equivalent entries and achievements of pupils at the end of key stage 4 in academies and local authority maintained schools by length of time open
- 3 Transition matrices in English and mathematics showing attainment at key stage 4 by key stage 2 attainment level
- 4a Attainment of pupils at the end of key stage 4 by prior attainment band, type of school and gender
- 4b Attainment of pupils at the end of key stage 4 by prior attainment band, school admission basis and gender
- 4c Attainment of pupils at the end of key stage 4 by prior attainment band, gender and religious character
- 5 Number of schools achieving the floor standard
- 6 Number of school meeting the coasting definition

National characteristics tables

Summary GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by pupil characteristics

- CH1 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by pupil characteristics
- CH2a GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by ethnicity, free school meal eligibility and gender

CH2b GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by SEN provision, free school meal eligibility and gender

CH2c GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by SEN provision, ethnicity and gender

CH3a GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by type of school, pupil characteristics, and gender

CH3b GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by school admission basis, pupil characteristics, and gender

CH3c GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by religious character of school, pupil characteristics, and gender

CH4a Time series of the disadvantaged pupils attainment gap index at key stage 4 (Official statistics)

CH4b Average English and mathematics GCSE grade breakdown of pupils eligible for the pupil premium and others (9-1 GCSEs in English and maths) (Official statistics)

Local authority tables

- LA1 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by gender for each local authority and region
- LA2 Average Attainment 8 scores for each local authority and region
- LA3 The English Baccalaureate by local authority and region
- LA4 Attainment 8 scores and components by local authority and region
- LA5 Progress 8 scores and components by local authority and region
- LA6 Number of schools below the floor standard for each local authority and region
- LA7 Number of schools classified as coasting for each local authority and region.

Local authority characteristics tables

- LA8 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by ethnicity for each local authority and region
- LA9 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by English as a first language for each local authority and region

LA10 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by free school meal eligibility for each local authority and region

LA11 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by disadvantage for each local authority and region

LA12 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by SEN provision for each local authority and region

Subject tables

S1 GCSE and equivalent entries and achievements in selected subjects of pupils at the end of key stage 4 in all schools

S2 GCSE and equivalent entries and achievements in selected subjects of pupils at the end of key stage 4 in state-funded schools

S3 GCSE results of pupils at the end of key stage 4 in all schools, by subject and grade

S4 Entries and achievements in AS levels and Free Standing Mathematics Qualifications of pupils at the end of key stage 4 in all schools, by subject

S5 Vocational qualification entries and achievements in selected subjects of pupils at the end of key stage 4 in all schools

S6 Non-discounted examination entries in English Baccalaureate and non-English-Baccalaureate subjects of pupils at the end of key stage 4

S7 GCSE entries in selected subjects of pupils at the end of key stage 4 by school type (percentage)

S8 GCSE entries in selected subjects of pupils at the end of key stage 4 by school admission basis of state-funded mainstream schools

S9 GCSE entries in selected subjects of pupils at the end of key stage 4 by school religious character of state-funded mainstream schools

Subject time series table

Time series of GCSE results of pupils at the end of key stage 4 in all schools, by subject, grade and gender

MATs National tables

Table 1 Performance of schools within Multi-Academy Trusts at key stage 4 in 2018

Table 2 Performance of schools within Multi-Academy Trusts at key stage 4 in 2018, national figures by characteristic

Table 3 Multi-Academy Trust and sponsor lookup

Alternative provision tables

P1 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 in alternative provision for each local authority and region

P2 GCSE and equivalent entries and achievements in selected subjects of pupils at the end of key stage 4 in alternative provision, by subject and grade

P3 Vocational qualification entries and achievements in selected subjects of pupils at the end of key stage 4 in alternative provision

Pupil residency and school location tables

PR1 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by IDACI decile of pupil residence

PR2 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by degree of rurality of pupil residence

PR3 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by local authority district and region of pupil residence

PR4 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by IDACI decile and degree of rurality of pupil residence

SL1 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by degree of rurality of school location

SL2 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by local authority district and region of school location

PC1 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 by parliamentary constituency of school location

When reviewing the tables, please note that:

We preserve confidentiality

The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality. We assess our statistics with reference to the National Statistician's Guidance on Confidentiality of Official Statistics and guidance from the Information Commissioner's Office (ICO) to establish the risk of disclosure and its associated impact and suppress the data accordingly. In our statistical releases, an 'x' indicates that a figure has been suppressed.

We round figures

Percentages in this release are given to one decimal place.

Coverage of the data

The statistics in this release cover the data collated for the 2018 secondary school performance tables. The performance tables and this release report results based on pupils at the end of key stage 4, who are typically aged 15 at the start of the academic year.

The coverage of the local authority (LA) and regional statistics is state-funded schools only in England. This includes city technology colleges and academies but excludes hospital schools, pupil referral units and alternative provision.

14. Further information

| | |
|--|--|
| School level figures | School level data is published in the performance tables . |
| Previously published figures | Key stage 4 statistical releases for previous years |
| Attainment for other key stages | Data on other key stages can be found at the following links: Early years foundation stage profile Key stage 1 Key stage 2 16-19 attainment School performance tables |
| Academies | Academies Consolidated Annual Report 2016/17 |
| Destination measures | Figures for young people who went into education, employment or training destinations the year after they completed key stage 4 or key stage 5 can be found at the following link: Destinations of key stage 4 and key stage 5 pupils |
| Attainment in Wales, Scotland and Northern Ireland | Information on educational attainment for secondary schools in Wales is available from the Welsh Government website . Information on educational attainment for secondary schools in Scotland is available from the Scottish Government website . Information on educational attainment for secondary schools in Northern Ireland is available from the Department for Education Northern Ireland (DENI) website . |
| Information published by Ofqual | Ofqual follows the principle that if the cohort of students taking a subject is similar to previous years, then the proportions of students at each grade will be similar. A key piece of evidence in determining if the cohort is the same is prior attainment at key stage 2 for GCSE qualifications. Background on the methodology and history of setting and maintaining exam standards can be found on GOV.UK – Setting GCSE and A level grade standards . Ofqual have also published information on variability in GCSEs for schools and colleges which is available on GOV.UK – Variability in GCSE results in schools, 2015 to 2017 . |

15. National Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

Multi-Academy Trust statistics are classified as official statistics and have been produced in line with the Code of Practice for Statistics, but have not been designated as National Statistics by the United Kingdom Statistics Authority.

16. Technical information

A quality and methodology information document accompanies this release. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

A separate quality and methodology document on Multi-Academy Trusts accompanies this release, including information on the methodology to derive figures at Multi-Academy Trust level.

17. Get in touch

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Department
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